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ABSTRACT

In this report, descriptions are given of two career education projects in Syracuse and Yonkers, which are designed to serve as models for their respective areas, are transportable to other districts, and emphasize guidance, counseling, and developmental activities at the elementary level. Syracuse's Life Centered Curriculum program is presented as one in which all educational experiences, curriculum, instruction, and counseling are geared to preparation for economic independence, personal fulfillment, and an appreciation of the dignity of work. Activities in the Yonkers program are designed to: (1) Demonstrate the most effective methods and techniques in career education to meet the total student population needs, (2) demonstrate the most effective methods and techniques for retraining teachers, counselors, and administrators to infuse a total career education program, and (3) communicate career education philosophy and methods to career education practitioners. The report is divided into two sections--Summary of the Report and Body of the Report. Both sections give (in brief and extensive form, respectively) the following information for both projects: (1) Goals and objectives, (2) description of the general project design and procedures, (3) results and accomplishments, (4) evaluation, and (5) conclusions, implications, and recommendations for the future. A bibliography is appended. (SH)

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FINAL REPORT

Project No. V361008L
Grant No. OEG-0-73-2982

Research and Development Project
In Career Education
Cities of Yonkers and Syracuse, New York

Conducted Under
Part C of Public Law 90-576

Volume I of II

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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State Education Department
Albany, New York 12230

August 11, 1975

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The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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5. Summary of the Report

a. Time period covered by the report: July 1, 1973-May 1, 1975 (extended from December 31, 1974)

b. Goals and objectives of the project:

The sites of Syracuse and Yonkers were chosen for career education projects designed to serve as models for their respective emphasized areas and are transportable to other districts. Each is compatible with the content and design for occupational and career education of both the Regents of the University of the State of New York and the U.S. Office of Education. Each emphasizes guidance, counseling and developmental activities at the elementary level.

In the elementary grades, the programs are designed to provide the child with his grasp of the world of work and initiate the pursuit to prepare himself to enter the world and be responsive to his and society's needs. This continuum is planned so that, by age 9, the student will understand the concept of work, appreciate the value of work and the worker, and be familiar with a wide variety of kinds of fields of work.

SYRACUSE
Goals:

The primary goal of the "Life Centered Curriculum Program" was to reorganize the elementary curriculum to include career education as an integral and inseparable component of the total educational process. (A "Life Centered Curriculum" is one in which all educational experiences, curriculum instruction, and counseling are geared to preparation for economic independence, personal fulfillment, and an appreciation of the dignity of work.)

Sub-Goals:

To achieve the primary goal, two other general goals were identified:

1. Provide a multi-phased inservice training program to orient elementary teachers to career education.

2. Implement a district wide "Life Centered" curriculum pilot program.

Specific objectives:

1. The project Planning Committee will recommend members and consultants for the Elementary Curriculum Revision Team and organize and plan the inservice session.

2. The Elementary Curriculum Revision Team (ECRT) members will identify and gather materials appropriate to career education from their home schools, categorize the materials and disseminate a list to all team members. Each Revision Team writing committee will develop and write two resource units built around certain designated "Life Centered Curriculum" concepts.

3. Resource units and materials from each writing team, along with classroom activity resource kits will be coordinated for use in classrooms of ECRT members.

4. Progress will be evaluated; revisions made based on problems of implementation; and revised curriculum will be introduced to all elementary teachers during a workshop to prepare them for its implementation.

5. In addition to meetings in the schools for teacher feedback, the third party evaluator will also ascertain the degree of success of the project staff and activities

YONKERS
Goals:

The development of activities designed to

1. Demonstrate the most effective methods and techniques in career education to meet the needs of all segments of the student population.

2. Demonstrate the most effective methods and techniques for the retraining of teachers, counselors and administrators for the total infusion of a career education program.

3. Communicate career education philosophy, methods, program activities and results to career education practitioners within and without the Yonkers Public Schools and to the general public.

Specific objectives:

1. The establishment of a continuum of career education program and services extending from Kindergarten to Grade 5.

2. The establishment of career education committees consisting of administrators, counselors, teachers, parents, students and representatives of business and industry to provide input into the evolutionary program.

3. The planning and conducting of inservice education courses in career education for teachers.

4. The increase of students' awareness and knowledge of diversified career education opportunities and the students' exposure to as wide a variety of choices as possible.

5. The assistance of elementary school students in the development of an awareness and an evaluation of their own abilities, interests and aptitudes through the provision of a wide variety of experiences in relation to occupations.

In addition to these articulated project objectives, extensive program objectives were developed which had specific impact on student learning.

c. Procedures followed:

SYRACUSE

The Project Planning Committee was established and included the superintendent of schools, two assistant superintendents, primary and intermediate teachers, elementary principals and assistants, guidance and library representatives, and consultants (representatives from business, industry, teacher education institutions and parents). This committee set the criteria for selecting the Elementary Curriculum Revision Team, and set up a framework for their original training sessions and the later revision sessions.

Pilot classes were activated in 31 public and five private elementary schools. The Project Staff conducted workshops in all elementary buildings to familiarize the teachers with the program. They also met with community groups, parent organizations, and business and industry to orient them to the purpose of the program and to obtain feedback. Units were revised and rewritten.

All elementary teachers were provided with units and materials for district-wide piloting. The teachers were trained in the usage of materials and had an opportunity for advance planning.

The staff provided inservice as requested, made final revisions and provided transition from the funded program to a school district program.

YONKERS

After the initial establishment of a foundation in the current career education movement, and the determination of specific needs and strategies for the Yonkers School System, the thrust of the Project's operation was in four designated pilot elementary schools. Staff members worked continually with volunteer teachers in the analysis of curriculum and the development of career education infused activities.

Workshops were offered by members of the Project Staff in the pilot schools and on a city-wide basis. Workshops dealt with history, philosophy and foundations of career education, career education infusion strategies, stereotyping, career education media development, the valuing approach, developing community resources, decision making, and "how-to" sessions for conducting career education workshops and developing school career education resource cadres of teachers (for elementary school principals who later conducted the workshops in their own schools for their faculties.) Materials developed pursuant to the above operations were replicated and disseminated to interested teachers and other parties.

d. Results; Accomplishments:

SYRACUSE

1. The Life Centered Curriculum Program has been adopted by the Syracuse City School District.

2. This curriculum has integrated Career Education into the regular school district program.

3. All members of the elementary staff have received inservice training in Career Education.

4. Students in the Syracuse City School District are receiving a well structured, teacher created program, including career information, self awareness activities and educational skills and concepts all in the context of career education and designed to bring about a career - awareness which was lacking in the "old" curriculum.

5. There has been a marked increased in the use of community-career related resources in the schools.

6. Many materials related to career awareness have been made available and are being used by teachers and students.

7. Community based interested parties have been involved in creating and validating the program.

8. Other school districts have received and are using materials developed by the L.C.C. program.

YONKERS

1. An extensive needs assessment has been completed which identified specific concerns of the Yonkers community.

2. Techniques and activities geared to the total infusion of an effective career education program have been developed and refined.

3. Extensive materials for utilization in elementary school classrooms have been developed and refined.

4. The best materials, techniques, activities, notices, etc. regarding career education have been disseminated throughout the district.

5. The efforts of this project via total infusion in the schools (students, teachers, administrators, parents) have been perpetuated.

e. Evaluation:

SYRACUSE

The third party project evaluation was conducted by Educational Services, Incorporated, Waco, Texas. ESI submitted an evaluation in June, 1974, and a final evaluation in June, 1975.

Educational Services has concluded:

a. Career education has become an integral part of the curriculum offering of the Syracuse City School District.

b. Project success can be attributed to 1) total committment from the Board of Education through top level administration to the classroom teachers, 2) viability and flexibility within the project to meet student and teacher needs, budget problems, and social changes, 3) high professional caliber of the project staff.

c. The lack of sensible, validated test documents becomes more apparent as career education spreads to more and more districts. No acceptable test is in existence to measure student attitudes toward themselves and their surroundings.

d. All attempts to measure student attitudes spanned one school year.

YONKERS

The external project evaluation was conducted by Policy Studies in Education. They conducted many site visits and maintained close telephone contact. They interviewed project staff frequently and spoke with the State Project Manager, district administrators, school principals and teachers. They observed workshops, meetings and other special events, examined plans and materials, and developed and administered questionnaires and student tests.

Policy Studies in Education has concluded:

a. The overall goals and objectives of the project were appropriate and thoroughly developed. The short-range objectives were also well-developed and, on the whole, maximized the efforts and resources of the project. It was a strength of the project that the staff remained extremely flexible in setting and adapting objectives when outside factors or experiences indicated change was needed.

b. The project staff carried out many activities in developing the program, working in pilot schools, conducting inservice courses and workshops, developing instructional materials and involving the community. On the whole, the staff has worked long and hard and has collaborated well together to develop a good program.

c. The overall impact of the workshops conducted appears to be positive. Respondents showed more favorable attitudes towards career education and an increased knowledge and understanding.

d. Although no significant differences between pilot and non-pilot schools regarding cognition was found, it seems quite likely that such differences could be found if a true control group were selected. It is apparent that even though the project staff were unable to work in the non-pilot schools until late in the project, their efforts were felt throughout the district and many teachers, including control group teachers, responded to their efforts.

e. It is PSE's opinion that the effects of this project will remain in this district for many years. Many of those who were introduced to career education are now its strong advocates and will continue to expand its implementation.

f. Career education has a good start based upon the many positive responses of parents, teachers, principals, students and central office staff.

Policy Studies in Education's overall reaction was "a good start has been made and (we) would recommend that the district continue its efforts in this area."

f. Conclusions and Recommendations:

SYRACUSE

Conclusions	Recommendations
1. Career Education must be developed as an integral part of a school district's curriculum.	Do not develop a career education program that is supplemental to the existing curriculum.
2. There must be a broad base of teacher involvement in the initial stages of the development of any new program.	Teachers must be given the opportunity to tailor the program and feel assured that it will meet the needs of their students. Those involved in the initial planning and training should be utilized to communicate with and train other teachers.
3. If there is not a total commitment of the administration staff the program will not be successful.	District administrative staff, particularly building administrators, must be fully informed of the procedures to be used in implementing the program prior to initial activities. They must be given the opportunity to provide input regarding implementation. The top level administrators in the district must communicate to their subordinates their total support of the program. Administrative procedures must be established prior to implementation to delegate ongoing responsibility for program management.
4. The program cannot be successful unless all interested parties in the community have been informed of the purpose of the program and given the opportunity to react.	Project staff must contact all potentially interested parties in the community and request the opportunity to present to them or their groups information regarding the program.

Conclusions	Recommendations
5. Teacher training institutions are not preparing teachers with skills and information necessary to teach Career Education.	School districts must provide inservice for newer teachers until teacher training institutions offer this training.
YONKERS	
1. Career education needs to have top priority status in the school district's objectives.	Career Education must be assigned top-priority status in the school district's objectives.
2. Training teachers only in the methods and content of career education is not enough.	Administrators should be trained in the techniques, skills and foundations of career education so that they can develop and conduct workshops for their own staffs.
3. Active and constant community involvement is essential in maintaining a career education program.	Career education program must work closely with the community in developing a viable education program.
4. An Advisory Committee on a district-wide level could be motivated to contribute time, money and other support.	Advisory Committees must be made an important part of a career education program and be asked to perform specific roles.
5. Someone within each school should be given specific responsibility for career education.	A permanent career education resource cadre of teachers and administrators should be established in each school in the district.
6. A well-coordinated and articulated program in Yonkers can positively affect quality and academic performance.	There must be an ongoing, continous dialogue between the career education project staff and the administrators and teachers within the district.

Conclusions	Recommendations
7. Career education program development and implementation should not be concentrated in "pilot" schools.	The career education program should be developed on a district-wide basis, K-14.
8. Student-produced media stimulates student participation in career education activities.	Media production workshops should be conducted for elementary teachers.

6. Body of the Report:

a. Problem area toward which the project was directed:

The United States Department of Health, Education and Welfare (1972) told us:

> *In typical schools throughout the country, young people complain that curriculums were dull and irrelevant, that their education is not opening pathways to a fulfilling adulthood. Substantial numbers of students score below their grade level in basic skills; high school dropout rates, absenteeism, academic failure, drug abuse, vandalism, and assaults on administrators, teachers, and pupils signal student discontent.*

Sidney Marland, (1972) then United States Commissioner of Education, spoke in Parents Magazine about the hundreds of thousands of youngsters who dropped out of elementary and secondary schools and who never finished college. These young people were faced, for the most part, with limited options, none of them exciting or geared to their needs or talents. Both Dr. Marland and Congressman Albert Quie (1973) talked about the tremendous cost to the nation in billions of dollars annually to educate these dropouts and the even greater cost in emotional frustration that these young people faced.

Commissioner Marland (1971) expressed it most eloquently in Today's Education when he said:

> *Consequently, half our high school students (a total of approximately a million and a half a year) are being offered what amounts to irrelevant, general education pap!*
>
> *Small wonder so many drop out, not because they have failed, but because we have failed them. Who would not at the earliest convenient and legal moment leave*

an environment that is neither satisfying, entertaining, nor productive? (24)

Many prominent educators (Fanelli, 1973; Velie, 1974; Venn, 1970; Deiulio & Young, 1973; Worthington, 1972) questioned the rationale behind enrolling eight of ten American students in college preparatory courses when less than twenty per cent of the jobs that will be available to them required any college training at all.

This was not a new concern; it was not based upon new trends or new facts. John Gardner (1961) wrote:

No system which issues an open invitation to every youngster to "shoot high" can avoid facing the fact that room at the top is limited. Donald Paterson reports that four-fifths of our young people aspire to high-level jobs, of which there are only enough to occupy one-fifth of our labor force. Such figures conceal a tremendous amount of human disappointment.

The American College Testing Program (Prediger, Roth & Noeth, 1973) completed a survey of 32,000 eighth, ninth and eleventh graders in 200 public and parochial schools. Their findings showed that about three-fourths of the eighth and eleventh graders wanted more help in career planning, and about half in both groups felt that they had received little or no help. About half of the eleventh graders made career choices traditionally associated with sexual stereotyping. The study concluded:

If we were speaking of physical development rather than career development, we would describe American youth as hungry, undernourished and physically retarded. (33)

A 1971 survey (Nation's Schools, 1971) of public school superintendents showed that three-quarters were dissatisfied with their district's vocational programs. A more recent Gallup (1973) poll found that few proposals received such overwhelming approval as the suggestion that schools give more emphasis to help students decide on their careers. Nine in ten persons in all major groups sampled in this survey said that they would like to have the schools give more emphasis to this part of the educational program. John Marchak (1973), Education Managing Editor of Changing Times, found:

Pupils, staff and parents all have extremely positive thinking attitudes toward career education. They evidently think career education can change a person's future. They believe it can lower the high school drop-out rate and increase employment. And they do not regard it as a fad that will soon be forgotten. (488)

He went on and discussed a recent survey of education majors at Indiana University which revealed that ninety-two per cent of them wanted to teach in a school system with career education because they saw career education as the way to make school relevant to toaday's young people.

Sidney Marland (1971) undoubtedly the original impetus behind the current emphasis of career education summed up his rationale before the Pennsylvania Personnel and Guidance Association:

> *But we have shamefully shortchanged the majority of students nationally who have taken neither college preparatory nor out-and-out vocational education; those unfortunate youngsters were given a pallid succotash of some mathematics, some science, some social studies in something called general curriculum. Its victims enter the job market with nothing to offer beyond their diplomas. Even their basic skills in reading, say, or spelling, for lack of academic relevance are often weak and unattractive to employers.*

At a Career Education Workshop in New York, Dr. Marland (1972) stated further:

> *There is an undesirable and counterproductive separation of the vocational curriculum, general curriculum and academic curriculum in our high schools, with the result that those in the vocational curriculum are often seen as low status technicians, while those in the academic curriculum emerge with little contact with, preparation toward, or qualifications for the world of work.*

Endorsement of this concept and commitment to career education were articulated in recent governmental reports on education of the gifted and talented (Washington Monitoring Service, 1971) and on New York State vocational education (New York State Advisory Council, 1972).

Marland stated in the Career Education Digest (1973):

> *All education is career education, or should be, and the universal goal of American education should be this: that every young person completing grade twelve be ready to enter higher education or to enter useful and rewarding employment. (8)*

He declared that career education might be a new term but its concepts were not. At the Conference on American Youth in the Mid-70's, Marland (1972) referred to Dr. James Conant, who, in 1961, wrote:

I must record an educational heresy, or rather support a proposition that many will accept as self-evident, but that some professors of the liberal arts will denounce as dangerously heretical. I submit that in a heavily urbanized and industrialized free society, the education experiences of youth should fit his subsequent employment.

Support for career education has come from many corners. Educators around the nation such as Eli Ginzberg (1973), Kenneth Hoyt (1972), Donald Super (n.d.) and Robert Worthington (1972) have articulated it clearly. In 1971, the Representative Assembly of the National Education Association passed the following resolution:

The NEA believes that preparation of children for careers, vocations and productive jobs should be a basic policy of education. Educational programs should be developed for all children which will assure equal opportunity for career and occupational development.

At the Career Education Workshop in New York, Sidney Marland (1972) stated that the concept of career education received its support from the highest levels of government. He quoted President Richard Nixon, in his 1972 State of the Union message, as having said:

There is no more disconcerting waste than the waste of human potential. And there is no better investment than an investment in human fulfillment. Career education can make education and training more meaningful for the student, more rewarding for the teacher, more available to the adult, more relevant for the disadvantaged and more productive for our country.

A September report by Harold Spears (1973) showed that members of Phi Delta Kappa ranked the goal "Develop pride in work and a feeling of self-worth" number two of eighteen goals in their survey. Government support came from where it counted. The President's Commission on School Finance (1972) stated:

The Commission recommends that career education be given priority and status at least equal to that now accorded to so-called college preparation and that federal, state and local government and their education agencies take vigorous policy and financial steps in this direction.

The American Vocational Association Convention in December, 1973, as reported in Career Education News, reiterated its previous position by declaring "Career Education is part of the total educational scene now and forever . . ." The convention went on to ask USOE for clarification of career education development, promotion, implementation and evaluation efforts and for additional funding both within and without the Vocational Education Act.

Waving the Career Education flag just as hard as they could were John R. Ottina, U.S. Commissioner of Education, and William F. Pierce, Deputy Commissioner for Occupational and Adult Education. Not once in his presentation at the opening general session did Ottina mention "vocational education". He said O.E. was commited to the Career Education concept and stressed that a deliberated C.E. strategy will emerge from O.E. with operational definitions to improve the quality and opportunity for career choice and career progression. (Career Education News). (1)

Support for career education was not coming from American educators and government alone. Harold Howe (1972), Vice President of the Ford Foundation, told a 1972 conference that he strongly advocated the emphasis and trends then evident in the career education movement. European Ministers of Education in June, 1973 (Wanner, 1973) reached several conclusions all of which endorsed the concept of career education as articulated by Commissioner Marland.

The report of the National Advisory Commission on Civil Disorders (1968) predated the arrival of "career education" but strongly urged emphasis on job preparation, programs and guidance. The reports of the Twentieth Century Fund Task Force on Employment Problems of Black Youth (1971) and the Special Task Force to the Secretary of Health, Education and Welfare (1973) both strongly supported career education in name and concept. This same high level of endorsement was generated by the Education Commission on the States based upon its task force assessment of national needs and priorities.

In a confidential study commissioned by American media and book publishers, Paul Abramson and Myra Sobel (1972) concluded that career education was a major priority of American education. They urged publishers to develop materials to meet this need and forecasted a significant market to justify the effort.

Highly unlikely non-professional periodicals (Reader's Digest (Velie, 1974), Scouting (Winchester, 1973) and Parents' Magazine (Marland, 1972) called career education "the most exciting trend in schooling today" and advocated that significant steps in this direction be immediately taken by school authorities.

Yet, in spite of all the support career education has garnered, Abramson and Sobel (1972) concluded that the federal effort "suffers from haste, poor planning, lack of clear goals and over-publicity".(1) The vast diversity of efforts in the many projects around the nation attested to this lack of research and planning.. Dr. Calvin Grieder (1972) stated:

Career Education is in dire need of massive and prolonged support - not merely financial support, but also, and even more importantly, philosophical, moral, and intellectual support. Industry, business and labor must also be prepared to lend extensive aid and assistance in ways other than financial. (43)

The National Chamber of Commerce (1971) wrote both the President and the HEW Secretary saying:

The U.S. Chamber of Commerce is pleased by what seems to be a new thrust by the U.S. Office of Education to make career education a high national priority. Certainly, no one knows the best approach to career education ... It is not any specific program that we applaud now, but the enunciation of a national policy to correct the deficiencies of an educational system presently dominated by academic and general education..... (10)

In 1971 the New York State Education Department issued a position paper on occupational education in which they urged that accelerated steps be taken to improve this area of public learning. More specific guidelines were issued by the State Education Department shortly thereafter in the form of a letter from Dr. Robert Seckendorf (1972), Assistant Commissioner of Education, in which he stated:

It is our belief that implementing much of the career education focus is dependent upon curriculum change and the development of teacher understandings. All portions of the school program should be considered because career concepts must permeate all curriculum areas.

SYRACUSE

Geographically located in the center of New York State, Syracuse is the Onondaga county seat. The population, according to the 1970 census, is 197,208 which makes it the fifth largest city in the state. Syracuse is one of 33 areas in the United States having operations in all 20 basic industrial classifications. 232 of the nation's 500 largest corporations are represented in the Syracuse area.

Although the number of people in Syracuse has remained fairly stable over the last decades, the population has experienced a marked shift in age and racial characteristics. Younger and older age groups have increased in proportion to the middle-age group. The non-white population (10.8 %) has increased while the white population has decreased. The increase in the younger and older age groups combined with the outmigration of income-earning middle age groups places a heavy strain on the city's services. Economically, although manufacturing has declined and wholesaling and retail stores are increasingly centralized, the city retains its dominance in providing specialized services for the metropolitan area. Syracuse in 1960 remained the workplace of more than 68%

of all county residents despite loss of industry and shopping while taking on new importance as an office, education and health center.

A Regional Career Education Planning study coordinated by Richard Ford Associates (1973), including two counties, the Syracuse City School District and the Roman Catholic Diocese of Syracuse, showed that students enrolled in occupational programs are considerably more job oriented than their peers who are college-bound. High school can have a profound effect upon the first group who generally receive less post high school training than the more academically oriented students. Those tracked into a general program of instruction appeared to be less secure and rather indecisive throughout their high school experience. Data showed a need for assistance in decision-making, problem-solving, human relations skills and self-awareness. A major concern throughout all grade levels and academic program was job/career orientation and more viable educational programs. High school teacher and employer interviews reinforced the need for a multi-faceted career education program encompassing the cooperative efforts of school, parents, business, industry and the community.

The Guided Occupational Orientation Program (GOOP) has been developed for fifth and sixth grade students to help them make realistic plans and decisions about future career preparation, largely by exposing them to extensive study of careers and the varying pre-requisites. Since approximately 70% of the Syracuse high school students are enrolled in general academic, college preparatory curricula, and statistics show that less than 15% of the high school students will graduate from a four year college, there is a definite need for extensive counseling and study of realistic career alternatives.

Fourteen other career and occupational programs in Syracuse at the high school level include work study programs for occupational and special education, an office occupations work experience program, an articulated program between high school and the local community college in four specific areas, a vocational industrial cooperative diversified occupations program and an adult consumer homemaking program.

The preceding studies and programs have emphasized four major problems:

1. The majority of youth educated in the general academic programs are not adequately prepared to pursue realistic job goals and careers. This can, in a large measure, be traced to a lack of self-awareness and a lack of understanding of the personal and social significance of work.

2. The curriculum by and large, fails to provide information and motivation activities to establish for the student the relationship between academic experiences and success in the world of work.

3. Many members of the staff lack the experience, information, techniques, and resources to establish for the student the relationship between academic experiences and success in the world of work.

4. There is a lack of understanding among many people - educators, parents, students, employers - of the dignity, worth, satisfactions derived, opportunities available and contributions that can be made from all levels of occupations.

Dr. Seckendorf's letter in 1972 to "Persons Concerned with Career Education" described the Education Department's viewpoint with respect to career education and outlined plans for encouraging the development of a career education focus with particular emphasis at the elementary and secondary school level.

This letter received particular notice from the Syracuse City School District because it clarified the position of the New York Board of Regents on career education to the effect that:

> *"Implementing much of the career education focus is dependent upon K-6 curriculum change and the development of teacher understanding".*

A portion of the Federal vocational funds allotted to the State were planned to be utilized in achieving these objectives.

It was felt that this type of program was a logical extensive (and outgrowth) of the career education program that was currently operating in the Syracuse City School District as a separate component at the intermediate grade level. The New York State Board of Regents clearly indicated its philosophy that career concepts must permeate all curriculum areas at all levels of the school program. Since the operating elementary career education program had not been developed along these guidelines, plans were initiated to write a proposal to achieve this.

The "Life Centered Curriculum" has been developed and implemented so that all educational experiences, curriculum instruction and counseling from kindergarten through fifth grade are geared to preparation for economic independence, personal fullment and an appreciation of the dignity of work.

YONKERS

The city of Yonkers is the fourth largest in New York State, with a public school enrollment approximating 30,000, and a non-public school enrollment of about 10,000. Located in the south-eastern portion of New York State, in Westchester county, the city represents an urban/suburban mix in a county which is principally suburban.

Statistics indicate that 4.8% of all white families, 19.2% of all black families, 10.3% of other races and 26.5% of all Spanish families are below the poverty level income. The blacks and Spanish-surnamed American public school students are forming a greater percentage of total school enrollment, and their unemployment rate is significantly higher than that of other ethnic groups. Hence students with low socioeconomic backgrounds must be provided with opportunities to develop the necessary employment skills, such as communication in English or cultural patterns practiced in various employment sites, and/or the awareness skills which relate to their perception of self and others and the coping skills required to enter the job market.

The rate of unemployment in Yonkers has increased markedly in the past decade, especially in the last two or three years. Data from the U.S. Bureau of Labor Statistics, the New York State Office of Statistical Coordination, the New York State Regional Unemployment Office, and the Yonkers Public Schools Occupational Education Department and Work-Study Program clearly demonstrated the rapid rise in the number of students who seek employment, who need employment and who cannot find it. Current projections indicate that the rate of unemployment in Yonkers (among all workers) should escalate to 10-12% in 1975, as compared with 3.9% just eight years ago; this rate is much higher among those under 20 years of age. Three studies conducted during the past few years specifically for the Yonkers Public Schools (Miller, 1968; Leggett, 1969; Pitruzzello, 1972) concluded that Yonkers should improve its occupational awareness program.

Dr. Robert F. Alioto identified as a prime goal of this school district, the redirection of teacher energies to emphasize the needs of individual students. The interfacing of the reality of the world of work with the seemingly nonrelevance of the world of academia has been identified as a prime student need.

Consonant with the goals articulated by the Superintendent of Schools and the Career Education movement, the Yonkers Career Education Project was developed as a flexible vehicle which serves both as the adhesive holding together the various components of education and also as the lubricant that makes educational experiences for youth more practical. This approach was elected because of the size and complexity of the City of Yonkers as an urban site. With approximately a quarter of a million people in population, Yonkers represents a model of many urban cities across

the nation. Yonkers includes populations of wealth and deprivation and its public schools reflect both. Yonkers schools include students who have difficulty learning a new language (i.e., English) as well as those who have major difficulty with their mother tongue (i.e., English). Many programs have been designed to meet the individual needs of students and to prepare them for their ultimate adulthood. An increasing number of these programs emphasize career and pre-career training.

The present occupational education programs within the Yonkers Public Schools and the country in general often do an excellent job in specific skill areas and often bring about sound linkage in a segment of an occupational cluster, but very few programs bridge the gap between the school setting and reality. Consequently, the students lack information on job availability and on the resources available to locate that information assuming they have an awareness of the need. A recent survey prepared by the Yonkers Public Schools Department of Occupational Education projected employment statistics in the area of Marketing and Distribution which indicates that from 1974-1978 an increase of 65,000 positions should occur while in the Health occupation cluster an increase of 12,000 additional positions should occur. The current recession may temporarily skew the figures, but the fact remains that students should have such information on which to base decisions and the occupational education programming should reflect the information by offering students viable alternative choices in terms of training options.

It is in response to this critical need that Dr. Robert F. Alioto, Superintendent of Yonkers Schools, states:

- *that a comprehensive career education system will make available to every person a continuum of educational opportunities beginning in early childhood and extending beyond high school for as long as that person needs or desires such opportunities;*

- *that career orientation in the elementary, middle and early secondary years will provide all students with the basis for informed decision-making regarding their occupational and education plans for the future;*

- *that educational services for youth will be expanded and improved through more orderly arrangements which eliminate wasteful competition and duplication of efforts.*

b. Goals and objectives of the project:

SYRACUSE

The primary goal of the Life Centered Curriculum program was the reorganization of the elementary curriculum to include career education as an integral and inseparable component of the total educational process. This was to be achieved by providing a multi-phased inservice training program to orient elementary teachers to career education, and to implement a district-wide "Life Centered" curriculum.

Specific objectives were to be accomplished by staff and committees as follows:

Specific Objectives:

I. Project Planning Committee:

1. Will develop the criteria for selection of members to the curriculum workshop committee
2. Make preliminary recommendations of personnel for the Elementary Curriculum Revision Team
3. Will identify the role and functions of the consultants
4. Will design an exemplary model for curriculum revision that will include:

   a. Recongnition that the organizational approach for the elementary school consists of primary (K-3) and intermediate (4-6)
   b. Adoption of a continuous progress approach to curriculum based on the concept of individualization of instruction.
   c. Using the Social Studies as a point of departure to write a "Life Centered Curriculum". This will facilitate the design of an interdisciplinary approach to the instructional program.
   d. The "Life Centered Curriculum" will be built upon the unit approach. Each unit will include performance objectives, activities, and resources which will be available to the teachers in their own schools.

5. Organize and plan a 2-day inservice session for the Elementary Curriculum Revision Team for the purpose of

   a. Increasing understanding of Career Education concepts.
   b. Fixing attitudes of acceptance of occupational education.
   c. Making participants aware of Career Education as an integral and inseparable part of the elementary curriculum.

d. Having committee members identify and list functions of business, industry, and manpower agencies in the program.

II. Elementary Curriculum Revision Team (ECRT):

1. Identify and gather materials appropriate to career education from their home schools.
2. Collectively categorize the materials gathered.
3. Disseminate a list of the materials to all ECRT members.
4. Review, analyze and select materials within each writing committee appropriate to their assignment.
5. Each writing committee will develop and write two resource units based on certain designated "Life Centered Curriculum" concepts.
6. ECRT stearing committee will consolidate the resource units and materials and design classroom activity resource kits to be used in the pilot project.

III. Project Facilitator

Coordinate the printing, purchasing and distribution of all materials.

IV. A fifteen (15) member writing committee will make necessary curriculum revisions based on the information provided by the Elementary Curriculum Revision Team members.

V. Project Personnel:

1. Will conduct a workshop for the entire elementary staff to:

a. Introduce teachers to the pilot program that has been in operation in the district.
b. Introduce teachers to the revised curriculum incorporating the concepts of Career Education.
c. Develop an awareness of Career Education as an integral component of the total educational process.
d. Have the participants recognize the relationship of the new curriculum to occupational education.

2. Will conduct a one week inservice workshop later to:

a. Guide teachers in how to implement the revised curriculum.
b. Introduce the participants to resource units and materials.
c. Indicate to participants, as members of the district-wide pilot project, the importance of providing feedback and evaluation.

d. Provide teachers and school administrators the opportunity to plan for the pilot implementation, in relationship to their own school environment.

VI. School meetings will be held with teachers to obtain feedback about the program.

VII. The third party evaluator will ascertain the degree of success of the project staff and activities as outlined in the proposal and assist in the preparation of the final report.

YONKERS

After having carefully examined the needs of the Yonkers School System and determining if these needs could be met realistically, it was decided that the following three purposes were not only achievable but would also have significant impact in stressing the viability of career education in Yonkers School System.

Development of activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, minority, low income and female youth.

Development of activities designed to demonstrate the most effective methods and techniques for the training and re-training of persons for conducting career education programs.

Development of activities designed to communicate career education philosophy, methods, program activities and evaluation results to career education practitioners and to the general public.

The ten specific objectives contained within the proposal were:

1. To maintain a career education committee consisting of administrators, counselors, teachers, parents, students and representatives of business, industry, and labor.
2. To plan and conduct inservice education in career education for teachers and administrators.
3. To increase students awareness and knowledge of diversified career education opportunities.
4. To assist students to develop an awareness and evaluation of their own abilities.
5. To incorporate into the curriculum, world of work concepts and to develop positive attitudes toward the world of work.
6. To incorporate in the curriculum vehicles whereby students can achieve and increase awareness of themselves.
7. To provide curriculum materials whereby students can demonstrate understanding of responsibility, both personal and social.

8. To help students demonstrate basic career skills necessary to pursue personal life goals.
9. To develop career education media and training of teachers to continue this development.
10. To establish and train Career Education Resource Teams of teachers in elementary schools.

c. Description of the general project design and the procedures followed:

SYRACUSE

The schools in the Syracuse district are representative of diverse economic levels (Table I) and offer an opportunity for piloting a varied selection of curriculum materials and teaching approaches.

Thirty-six elementary schools, representing 660 teachers, approximately 16,500 public school children and 1,520 non-profit private school children from kindergarten through sixth grade have been directly or indirectly involved as participants in the project.

During the first school year, 1973-74, only two classes from each school participated (Table II), while almost total school involvement came about in the fall of 1974 (Table III).

The Life Centered Curriculum recognizes that local business and industry have much to contribute to the relevance of public education and that utilizing existing community resources is one of the best ways to maximize instruction. For this reason, representatives of local business and industry, parent and community groups have been enlisted as members of the Elementary Curriculum Revision Team and have added their perspective to the developing instructional materials. The Syracuse community serves as a source of resource persons, teaching materials, field trip sites, consultants and advisor to the School District.

The program was initiated in September, 1972 and the first year was devoted to staff selection and inservice, and the initial writing of the Life Centered Units of instruction. Implementation involved establishment of a staff design which would allow for accomplishment of the objectives or the program and provide for continuance of the program after termination of project funds.

The Project Planning Committee consisted of the following members, Director of Elementary Schools, chairperson; four elementary classroom teachers, three elementary school principals, three elementary instructional supervisors, a secondary supervisor, a supervisor of libraries, school district consultants, and an assistant superintendent from the diocesan schools.

CHART OF SOCIO-ETHNIC-ECONOMIC INFORMATION ON SCHOOLS INVOLVED IN THE PROJECT (Columns 1-7)

TABLE I

	1	2	3	4	5	6	7
Name of Public Elementary School	K-6 Enrollment	# of Children on ADC	% of Children on ADC	Check (✓ Indicates) A Title I School	Number of Children Eligible For Free Hot Lunch	% of Children on Free Lunch	Median Family Income In School District
1. Andrews	657	153	23%	✓	191	28%	$10,227
2. Bellevue	456	131	29%	✓	154	30%	7,601
3. Cleveland	254	105	41%	✓	160	55%	7,216
4. Clinton	296	180	61%	✓	216	54%	5,809
5. Danforth	700	412	59%	✓	583	73%	4,834
6. Delaware	874	495	57%	✓	456	45%	4,814
7. Elmwood	539	189	35%	✓	151	31%	7,753
8. Franklin	671	259	39%	✓	224	28%	5,865
9. Frazer	427	189	44%	✓	214	48%	7,132
10. Hughes	327	62	19%	✓	106	25%	9,975
11. Huntington	597	64	11%	No	54	7%	9,206
12. Hyde	545	46	8%	No	26	5%	10,845
13. Jefferson	303	111	37%	✓	135	38%	6,490
14. King, M.L.	755	501	66%	✓	625	68%	5,051
15. Lincoln	271	44	16%	No	36	11%	7,542
16. Lemoyne	298	58	20%	No	68	20%	7,576
17. McKinley	870	432	50%	✓	370	45%	6,537
18. Meachem	317	29	9%	No	23	7%	9,630
19. Merrick	446	314	70%	✓	445	83%	5,900
20. Nichols	372	138	37%	✓	109	27%	6,330
21. Porter	608	179	29%	✓	242	40%	7,009
22. Powlesland	346	84	24%	✓	258	45%	6,635

CHART OF SOCIO-ETHNIC-ECONOMIC INFORMATION ON SCHOOLS INVOLVED IN THE PROJECT (Columns 1-7) (Cont'd.)

TABLE I

	1	2	3	4	5	6	7
e of lic mentary ool	K-6 Enrollment	# of Children on ADC	% of Children on ADC	Check (✓ Indicates) A Title I School	Number of Children Eligible For Free Hot Lunch	% of Children on Free Lunch	Median Family Income In School District
Prescott	216	97	45%	✓	203	82%	$ 5,415
Roberts	357	21	6%	No	38	10%	10,281
Salina	287	104	36%	✓	119	37%	6,370
Seymour	564	364	65%	✓	590	90%	4,017
Smith, Ed.	640	94	15%	No	134	18%	7,732
Sumner	466	216	46%	✓	235	50%	5,402
Van Duyn	425	43	10%	No	63	14%	8,544
Washington	282	18	6%	No	38	12%	12,519
Webster	426	56	13%	No	51	11%	9,518
Sub-Totals	14,592	5,437	--	22	6,327	--	--
Cathedral	135	--	--	--	--	--	3,746
Sacred Heart	369	--	--	--	--	--	7,097
St. Anthony of Padua	250	--	--	--	--	--	6,518
St. Brigid and St. Joseph	240	--	--	--	--	--	8,315
St. Lucy's	172	--	--	--	--	--	3,376
Sub-Totals (Private)	1,166	--	--	22	--	--	--
GRAND TOTAL	17,964	5,437	--	22	6,327	--	--

CHART OF SOCIO-ETHNIC-ECONOMIC INFORMATION ON SCHOOLS INVOLVED IN THE PROJECT (Columns 8-15)

TABLE I

Name of Public Elementary School	8 % of males 16 yrs. & over unemployed in dist.	9 % of females 16 yrs. & over unemployed in dist.	10 # of White children enrolled	11 # of Black children enrolled	12 # of Indian children enrolled	13 # of Puerto Rican children enrolled	14 # of Oriental children enrolled	15 # of Others children enrolled
1. Andrews	1.2%	2.8%	247	391	1	0	5	13
2. Bellevue	3.2%	3.3%	334	111	4	2	0	5
3. Cleveland	11.6%	7.0%	208	43	3	0	0	0
4. Clinton	7.0%	7.0%	214	67	3	8	0	4
5. Danforth	8.8%	8.2%	85	602	0	10	0	3
6. Delaware	5.1%	4.7%	707	85	40	35	0	7
7. Elmwood	3.8%	2.2%	399	123	10	3	0	4
8. Franklin	4.6%	3.3%	661	8	1	0	0	1
9. Frazer	5.4%	5.6%	304	97	14	1	0	11
10. Hughes	3.8%	4.5%	218	85	4	2	9	9
11. Huntington	2.8%	2.9%	588	9	0	0	0	0
12. Hyde	3.9%	2.5%	535	9	0	0	0	1
13. Jefferson	5.2%	3.8%	300	2	0	0	0	1
14. King, M.L.	7.5%	9.2%	84	662	5	2	1	1
15. Lincoln	3.8%	3.9%	255	12	4	0	0	0
. Lemoyne	3.9%	3.6%	263	35	0	0	0	0
17. McKinley	6.7%	2.8%	420	407	11	30	1	1
18. Meachem	2.1%	3.3%	258	54	3	0	1	1
19. Merrick	8.6%	7.2%	47	392	0	5	0	2
20. Nichols	4.4%	3.2%	263	103	1	0	1	4
21. Porter	3.1%	3.3%	519	80	1	5	3	1
22. Powlesland	4.3%	3.1%	235	102	5	2	0	2
23. Prescott	3.4%	3.8%	169	37	7	3	0	0
24. Roberts	3.2%	1.5%	301	53	0	2	0	1
25. Salina	5.5%	3.2%	256	28	1	0	0	2
26. Seymour	8.7%	7.7%	283	204	25	47	0	5
27. Smith, Ed.	4.1%	2.6%	456	168	3	1	5	7
28. Sumner	5.5%	3.4%	166	294	0	0	0	6
29. VanDuyn	3.6%	3.1%	375	41	2	2	0	5
30. Washington	1.2%	2.8%	218	60	0	0	1	3
31. Webster	3.6%	2.8%	391	34	1	0	0	0
Sub-Totals	-	-	9,759	4,398	149	160	27	100
32. Cathedral	4.2%	5.7%	36	92	3	3	0	1
33. Sacred Heart	4.1%	3.4%	365	1	0	3	0	0
34. St. Anthony of Padua	6.3%	3.1%	233	15	1	1	0	0
35. St. Brigid and St. Joseph	.6%	5.8%	231	3	0	0	6	0
. St. Lucy's	9.4%	10.9%	124	35	6	7	0	0
Sub-Total (Private)	-	-	989	146	10	14	6	1
GRAND TOTAL	-	-	10,748	4,544	159	174	33	101

TABLE II

SCHOOLS, CHILDREN, TEACHERS, COUNSELORS
INVOLVED IN PROGRAM, 1973-74

NAME OF PUBLIC ELEMENTARY SCHOOL	NUMBER OF CHILDREN INVOLVED PRIMARY (K - 3)	INTERMEDIATE (4 - 6)	NUMBER OF TEACHERS INVOLVED	NUMBER OF COUNSELORS INVOLVED
1. Andrews	25	25	2	0
2. Bellevue	25	25	2	0
3. Cleveland	25	25	2	0
4. Clinton	25	25	2	0
5. Danforth	25	25	2	0
6. Delaware	25	25	2	0
7. Elmwood	25	25	2	0
8. Franklin	25	25	2	0
9. Frazer	25	25	2	0
10. Hughes	25	25	2	0
11. Huntington	29	29	2	0
12. Hyde	29	29	2	0
13. Jefferson	25	25	2	0
14. King, Martin Luther	25	25	2	1
15. Lincoln	29	29	2	0
16. Lemoyne	25	25	2	0
17. McKinley-Brighton	25	25	2	1
18. Meachem	29	29	2	0
19. Merrick	25	25	2	0
20. Nichols	25	25	2	0
21. Porter	25	25	2	0
22. Powlesland	25	25	2	0
23. Prescott	25	25	2	0
24. Roberts	29	29	2	0
25. Salina	25	25	2	0
26. Seymour	25	25	2	1
27. Smith, Edward	29	29	2	0
28. Sumner	25	25	2	0
29. Van Duyn	29	29	2	0
30. Washington	29	29	2	0
31. Webster	29	29	2	0
NAME OF PRIVATE NON-PUBLIC ELEMENTARY SCHOOL	NUMBER OF CHILDREN INVOLVED PRIMARY (K - 3)	INTERMEDIATE (4 - 6)	NUMBER OF TEACHERS INVOLVED	NUMBER OF COUNSELORS INVOLVED
32. Cathedral	25	23	2	1
33. Sacred Heart	33	35	2	0
34. St. Anthony	33	35	2	1
35. St. Brigid & St. Joseph	29	40	2	0
36. St. Lucy's	38	38	2	1
TOTAL	969	982	72	6

TABLE III SCHOOLS, CHILDREN, TEACHERS, COUNSELORS INVOLVED IN PROGRAM, 1974-75

Name of Public Elementary School	No. of Children Involved by Grade							*Does not include # of students in Spec. Ed.	# of teachers involved	# of counselors involved
	K	1	2	3	4	5	6	* Total		
1. Andrews	94	105	82	96	80	71	103	631	23	0
2. Bellevue	88	59	63	54	55	70	60	449	15	0
3. Cleveland	44	23	39	45	28	37	38	254	9.5	0
4. Clinton	48	43	47	45	43	36	34	296	11	0
5. Danforth	85	99	100	96	116	89	98	683	27	0
6. Delaware	149	140	119	110	143	115	88	864	32	0
7. Elmwood	79	81	65	77	73	82	82	539	20.5	0
8. Franklin	93	104	87	75	90	83	94	626	21	0
9. Frazer	39	59	46	57	61	56	55	373	13	0
10. Hughes	35	37	38	32	28	34	57	261	10	0
11. Huntington	80	93	88	74	83	82	97	597	21.5	0
12. Hyde	73	75	81	73	87	78	78	545	19.5	0
13. Jefferson	54	54	42	42	35	38	38	303	12	0
14. Martin Luther King	99	103	103	131	85	71	108	700	29.5	1
15. Lincoln	40	29	31	40	39	50	42	271	9	0
16. Lemoyne	57	42	49	36	30	42	42	298	11	0
17. McKinley	140	130	149	128	134	88	101	870	30.5	1
18. Meachem	38	47	35	53	37	55	52	317	11.5	0
19. Merrick	85	67	65	60	64	55	50	446	18	0
20. Nichols	46	55	61	65	47	45	53	372	14	0
21. Porter	82	107	75	91	76	93	74	598	21	0
22. Rowlesland	36	32	33	40	39	41	87	308	12	0
23. Prescott	31	20	27	23	17	19	22	159	6.5	0
24. Roberts	54	44	54	56	53	54	42	357	13	0
25. Salina	50	44	31	41	40	39	42	287	10	0
26. Seymour	75	70	98	74	73	78	78	546	20	1
27. Smith, Edward	80	101	81	83	87	81	91	604	23	0
28. Sumner	74	72	67	63	65	62	63	466	18.5	0
29. VanDuyn	58	46	51	53	64	90	63	425	15	0
30. Washington	44	43	32	35	43	48	37	282	11	0
31. Webster	60	64	56	66	72	45	63	426	15	0
Sub-totals	2110	2088	1995	2014	1987	1927	2032	*14,153	523.5	3

Name of Private Non-public Elementary School	No. of Children Involved by Grade							Total	# of teachers included	# of counselors included
	K	1	2	3	4	5	6			
32. Cathedral	30	20	14	24	6	17	24	135	6	1
33. Sacred Heart	32	53	56	56	49	53	70	369	11	0
34. St. Anthony of Padua	28	40	44	35	35	36	32	250	10	0
35. St. Brigid and St. Joseph	34	49	32	45	40	40	0	240	7	0
36. St. Lucy's	x	20	27	26	35	25	39	172	6	1
Sub-total Private	124	182	173	186	165	171	165	1,166	40	2
GRAND TOTAL	2234	2270	2168	2200	2152	2098	2197	15,319	563.5	5

The Project Facilitator is responsible for planning and directing all project activities. Previously an elementary principal, he has assisted the schools and teachers in the implementation of the pilot. The Instructional Specialist, an elementary teacher and curriculum specialist, coordinated the implementation of the project. A certified guidance counselor was the third member of the full time staff.

The Elementary Curriculum Revision Team, selected by the project facilitator, included:

36 primary teachers (one from each public elementary school and one from each of five private schools)
36 intermediate teachers (one from each public elementary school and one from each of five private schools)
Five principals
Three assistants/associates
One library representative
One physical education teacher
One music teacher
One art teacher
Two teacher-training consultants
One Central Office staff representative
One Guided Occupational Orientation Program representative
Two Special Projects representatives (one will have audio-visual expertise)
Two secretary/typists

In addition to the teacher members of the ECRT called for in the proposal, the project staff invited and included representatives from the following areas to serve as consultants to the ECRT:

1. Special subject area teachers (art, music, special and physical education)
2. School district personnel with specific skills (principals, associates and instructional specialists)
3. Parent representatives
4. Business and industry representatives (including state employment service)
5. Representatives from teacher education institutions (State University of New York at Oswego and Cortland)

The major activities for the 18-month funding period of the project were:

1. Pilot test the Life Centered Curriculum in seventy-two classrooms, one primary and one intermediate, in each of the thirty-six schools involved in the program.
2. Establish a communication network for feedback from the pilot teachers to the project staff.
3. Rewrite the instructional units on the basis of the feedback obtained.

4. Pilot test the rewritten units in every elementary classroom in the thirty-six schools involved.
5. Pursue activities designed to provide further orientation to the project purposes and objectives to the total School District Staff as well as interested parties in the school community.
6. Seek and obtain involvement in the program through various resources available in the community. Involvement is perceived as for both validation of and contribution to the program.

Specific procedures during the eighteen month period were as followed:

1. *Preparing (editing, typing, printing, distributing) The Life Centered Units for the Pilot Program. (July 1973)*

The preparation of the units forming the basis of the program was a task that engaged most of the project staff's time during the summer of 1973. When the units were written the previous February, the amount of time necessary for their preparation and distribution was greatly underestimated. As the problem became apparent the staff established several activities to cope with the problem.

One of the most successful activities established was an in-service workshop to enlist the aid of teachers on the Elementary Curriculum Revision Team. A proposal was written, submitted to the School District, accepted and funded by the District to accomplish this task. Thirty teachers were involved for thirty hours during August in this Workshop. Two clerical aides were assigned to the project without cost by the Neighborhood Youth Corps.

These procedures made it possible to have twenty-two of the twenty-eight units ready for distribution by September 1973.

2. *To provide Further Orientation to the Programs' Purposes and Objective for District Staff and Interested Parties in the Community. (August 1973)*

The Project staff recognized the need to explain the program to as wide a public as possible and seek their support and involvement in the program. The summer inservice program, previously referred to was designed to help meet this need.

The workshop brought together thirty elementary school teachers and administrators to interact with William Mazur, Executive Secretary of the Greater Syracuse Labor Council, George Shattuck, a member of the Syracuse Board of Education, Donna Hurlihy, employment counselor with the State Department of Labor, Dennis Dowdell of the Personnel Department at Carrier Corporation, and Dr. Mary Durkee, Director of Personnel for the Syracuse City School District. Participants shared their views regarding the role of the schools in Career Education.

The workshop received the attention of the entire community through a newspaper article written about the workshop.

3. Evaluation Plans and Procedures. (August 1973)

Educational Services, Inc., Waco, Texas, became the third party evaluator for the Life Centered Program. The major concerns regarding the pilot program were in the areas of mechanics, methodology and attitudes.

Mechanics:	Are the units being used? Do teachers have the necessary materials? Are the activities designed so that all students participate?
Methods and Attitudes:	Are the units individualized? Is ther visible evidence of career education taking place in the classroom? Do the teachers demonstrate positive or negative attitudes regarding this program?

Instruments were designed to help the staff answer these questions and redirect efforts.

4. Receiving, Processing and Distributing Supplies & Materials.

The project staff was responsible for the inventory and distribution to the schools, books, AV materials and supplies associated with the program. In cooperation with the Library Division of the School District, a proposal was written and funded under Title II for $50,000 to purchase materials for the program.

Materials began arriving from the publishers after July 1st. It developed into a major task to receive, inventory, process and distribute these materials. The School District provided a librarian and two library aides for four weeks to help fulfill the tasks.

5. Implementation of Guidance Component. (September 1973)

The guidance component of the program was activated with the appointment of the Elementary Career Guidance Specialist. The project staff recognized a need for increased input from the guidance department in the further development of the Life Centered Units.

The ECRT had placed a heavy emphasis on self-awareness in writing the Life Centered Units. The reasoning behind this emphasis was that many students, in order to achieve career awareness, needed to be involved in activities designed

to bring about a more positive self image and equipped with more sophisticated decision making skills. Most guidance programs provide prospective counselors training related to involving students in these types of activities. Considering that only six of the thirty-six schools involved had guidance counselors it would be most beneficial to write these activities into the units so that teachers could utilize them in the classroom.

6. Workshop to Initiate the Implementation of the Pilot Program. (September 22, 1973)

The Elementary Curriculum Revision Team met on Saturday, September 22, 1973, to begin the pilot program. The overall objective of the workshop was to provide the staff with the materials and information necessary to activate the pilot program. The specific objectives for the workshop were to:

1. distribute teachers' manuals, units and materials to the pilot staff.
2. answer questions and concerns related to the materials.
3. present evaluation design and instruments to pilot staff.
4. answer questions and concerns related to evaluation.
5. familiarize staff with guidance component.
6. obtain information from staff on overall procedure related to pilot program.

7. Dissemination of Activities -- Television Presentation

On Sunday, September 9, 1973, Dennis Dowdell was host to members of the School District staff on his weekly television program, "News & Views - Black Perspective". The program focused on the need for the integration of career education into the general curriculum. Highlighted during the program were:

- the Life Centered Curriculum, a pilot program at the elementary level, and
- the development of the Guided Occupational Orientation Program, grades 5-9.

Among the issues discussed were teacher involvement in curriculum change, cooperation of business and industry, and implications of career education toward the goals of self-awareness and educational achievement.

8. Plans for Continuing Program Upon Termination of Project Funds. (September 7, 1973)

The project staff conducted a 1/2 day workshop for the Syracuse City School District's Assistants and Associates on Friday, September 7, 1973. The participants were provided with materials developed and implementation procedures. When the

project funding terminates it will be the responsibility of the Elementary Assistants and Associates to provide for the continuation of the revised elementary curriculum. This workshop and future workshops for the elementary administrative staff were deemed vital in assuring their total familiarity with and involvement in the program.

9. Dissemination Activities for American Education Week. (October 22-27, 1973)

During American Education Week the project staff was engaged in two activities to promote career education. The "Skill Trainer" was located in Clinton Square, a prominent location in downtown Syracuse. Classes from Porter School were bussed to the trailer daily for their instruction. Pedestrians were encouraged to visit the trailer and the classes in progress. Through funds made available by the School District, the trailer was kept open to the public Tuesday - Friday until 5:30 p.m. and Saturday from 10:00 a.m. until 5:00 p.m. The Life Centered Curriculum Program materials were displayed in the window of Sibley's (a downtown department store) during the week.

10. Dissemination Activities Request for Project Staff to Meet With All Teachers and Parent Groups in the School District. (September - November 1973)

The project facilitator met individually with the principals of all schools involved in the program. The purpose of the visit was to request that each principal afford the project staff time to meet with the school staff and to arrange for meetings with parent organizations. A descriptive brochure was developed for distribution to all interested parties inquiring about the program.

In an effort to facilitate the implementation of the district-wide pilot program in September 1974, the Life Centered Curriculum staff began a series of half-day workshops in each elementary building. According to District policy each elementary building is allowed one half-day each month to be devoted to inservice training. The program staff utilized this time to familiarize faculty groups with the philosophy, content and operation of the Life Centered Curriculum.

As a result of these workshops the real meaning of elementary career education was conveyed directly to the teachers. Many misunderstandings were avoided or corrected; the status of the Life Centered Curriculum as the curriculum for the entire District by 1974-75 was established; a high degree of interest was aroused; and an additional 75 teachers joined in field testing the units, thus strengthening the pilot program. By accomplishing this introductory phase of the

District-wide pilot, the September 1974 orientation of the total elementary staff was greatly facilitated.

11. Obtaining Feedback From Pilot Teachers.

Two forms were developed and utilized to obtain constant feedback from the pilot teachers. The response on these feedback sheets was overwhelming. A great deal of time was spent by the project staff synthesizing the feedback and returning it to the pilot staff for their use. The information provided was extrememly useful when the units were rewritten.

12. Operation of the Guidance Component.

The elementary career guidance specialist spent a great deal of time researching materials and activities to be brought into the Life Centered Curriculum Units. These materials provide the guidance component of the elementary curricula and reflect the need expressed by the teachers piloting the units. The guidance specialist set up a computer program to process the monthly feedback sheets from the pilot teachers. Analysis of the data produced the following results during a sample four week period:

76% of teachers reported between 4 and 20 uses of unit.
88% of teachers reported students somewhat interested to highly motivated and enthusiastic.
0 teachers reported negative reactions from students.
80% of teachers reported units acceptable to complete.
0 teachers reported units non-usable.

During the same four week period 180 "New Ideas" feedback sheets were received from the pilot teachers.

The guidance specialist coordinated the consolidation of the ideas submitted and recirculated the ideas to all teachers utilizing that particular unit. This complex, far-reaching type of communication produced two outstanding results:

1. Direct contribution and involvement of pilot teachers in shaping and reinforcing the curriculum.
2. The pilot teacher not only became the pulse of the program but was also aware of that position. This provided a dynamic link in the communication system and kept the program growing and healthy.

The guidance specialist, through classroom visits, played a major role in expanding the scope of the pilot classrooms, from those of the ECRT pilot teachers, to over 150 classroom teachers using the units.

13. Coordination of Program with Business and Industry.

The project staff made arrangements by letter and telephone with various businesses and industries in the Syracuse area in hopes of securing their involvement in the Life Centered Program. The results of these contacts were the following ideas and suggestions:

Veterans Administration Hospital - With the Medical Illustration Committee, the possibility of developing a slide series showing the concept of the hospital as a community, the multiplicity of jobs, their interdependence and the lack of stereotyping in these occupations ... representation by a hospital official on an Advisory Board for the LCC program to validate curriculum materials and to offer advice and guidance in the program.

New Process Gear Division, Chrysler Motors - A slide presentation of the many jobs available at Chrysler, a booth display at the Career Center, a simulated assembly line model that could be sent from school to school for a hands-on experience.

Chappells - Development of a filmstrip tracing a piece of merchandise from its production in the factory through the various departments of the retail store to its purchase by the consumer ... a booth at the Career Center.

Central City Business Institute (CCBI) - The possibility of preparing a slide presentation depicting business college preparation for various business careers.

Careerco - Already offering field trips for sixth grade classes and providing nursing students for instruction in the Skill Trainer Van ... donations of discarded equipment for classroom use, filmstrip presentation of programs available for paraprofessional students, and speakers for classrooms.

Agway Corporation - A slide presentation of the Agri-business and the Marketing and Distribution clusters ... Agway representation on Advisory Board.

Cooperative Marketing Agency - A slide series on the production of milk, stressing career implications, distribution procedures and health.

14. Presentation of the Program to the Commissioners of the Syracuse Board of Education. (March 13, 1974)

The Board of Education of the Syracuse City School District is the elected body responsible for all curriculum revisions in the School District. The Board approved the Life Centered Curriculum Program as a major curriculum change

in the District. Present at this session were six Commissioners of Education, the Superintendent of Schools, five assistant superintendents and the directors of several departments.

Prior to a presentation of the Life Centered Program, the Commissioners and Staff toured the facilities at the Career Center, familiarized themselves with the instructional materials and had the opportunity to converse and question the staff. Subsequently, a presentation was made, explaining the history and development of the program.

15. Planning for September Orientation Workshops for Total Elementary Staff. (February 1974)

In anticipation of the initiation of the District-wide pilot program in September 1974, the program staff completed cooperative planning with the elementary division to provide one full day of released time for each of the District's 546 elementary teachers. The released time days were covered by substitute teachers. The cost was shared by the District and Life Centered Program funds. Preliminary plans for the agenda for the workshop were written.

16. Orientation for Key Senior High School Teachers. (March 9, 1974)

Forty representative teachers from the four senior high schools in the District attended a career education workshop on Saturday, March 9, 1974 at the Career Center. This workshop was jointly sponsored by the Life Centered Curriculum staff and the secondary school Guided Occupational Orientation staff. The purpose was to brief these key people with the extent of career education experienced by students in the K-9 years, thus pointing out the need for increased efforts at the senior high level. It was expected that these teachers would carry this message back to their buildings and encourage further development of career education at the senior high level.

17. Business and Industry Workshop. (April 9, 1974)

A workshop, jointly sponsored by the Life Centered Curriculum Program staff and the Guided Occupational Orientation Program, was held at the Career Center on April 9, 1974. The purpose of the meeting was to convene all of the representatives of business and industry in the Syracuse area who had contributed or expressed a willingness to contribute to the above programs. The participants were updated on the development of the program as to how their contributions were being put to use.

18. Parent Meetings. (April 25, 1974)

Two meetings were held on April 25, 1974 to both update and involve parents in the developing Life Centered Curriculum. All parents previously involved as well as all School District

parent organization presidents were invited to attend or send a representative to either an afternoon or evening meeting. There was a positive attitude of support and enthusiasm in both sessions.

19. Elementary Curriculum Revision Team Feedback Workshop. (May 1974)

The Elementary Curriculum Revision Team, having used its Life Centered Units in their classrooms on a pilot basis, were scheduled into formal feedback sessions. At these sessions the teachers were briefed on progress of the program and assigned to work in teams on the analysis of the units. Each objective was thoroughly studied and critiqued according to the analysis sheets provided. Following intensive study and reaction to the individual objectives, the unit as a whole was evaluated by each team.

20. Providing the Scope and Sequence Organization for the Curriculum. (May 1974)

Considering the feedback received via the teachers' monthly summaries and as a direct result of consultation with pilot teachers, the twenty-eight Life Centered Units were organized into a progression sequence designed for K-6. In this organizational scheme the unit was viewed as either primary or intermediate, and then suggested for placement at various gradations within either of the two levels. Additionally, the levels and units are organized horizontally by conceptual emphasis in one of three strands; either self-awareness People, educational awareness - Places, or career awareness - Possibilities. Within each unit are individualized student activities providing for low, average or high abilities.

21. Rewriting the Life Centered Curriculum Units. (July 1974)

A "Rewrite Team" consisting of sixteen School District teachers and administrators was appointed to work twenty days in July to rewrite the units. The team synthesized the results of the feedback workshops in May and utilized the information to make necessary changes in the units.

On May 23 and 24, 1974, the sixteen member rewrite team held organizational meetings in preparation for the forthcoming revision of the units. Plans were discussed as to procedure, including the built-in processes to be employed ensuring provision for thorough sequential process skill development, career awareness, self-awareness, educational awareness, individualized instruction, availability and variety of resources and referencing of material to the new social studies texts selected in 1974. The initial session of the rewrite team was opened by a presentation by members of the New York State Division of Human Rights and the National Organization for Women.

22. Summer Inservice Workshop. (August 1974)

The staff of the Life Centered Curriculum Program conducted a thirty hour inservice workshop during the week of August 19, 1974. Twenty-eight teachers attended this workshop. The overall purpose of the workshop was to acquaint the teachers (who would be implementing the Life Centered Curriculum) with various forces in society which have an effect on today's school and its curriculum. The following agencies contributed to the daily programs:

Central Technical High School, Syracuse City School District
Center for a Human Future
City-County Human Rights Commissions
Guidance Department, Syracuse City School District
National Organization for Women
Niagara Mohawk Power Corporation

23. District-Wide Inservice for the Elementary Teaching Staff. (September - October 1974)

Every elementary classroom teacher (555) in the Syracuse City School District was assigned to attend a one day inservice workshop in order to implement the District-wide pilot for the Life Centered Curriculum Program. The two major objectives for this inservice were to provide each teacher with the units and materials necessary to begin the program, and with the opportunity to gather materials and resources for their first few days of implementation. Approximately one-half of the substitute teachers required to cover classes for the teachers assigned to inservice were paid for by project funds. The Syracuse City School District provided twenty-one Urban Teacher Preparation Program Interns to cover the rest of the classes.

24. Final Evaluation Plans.

The program staff met with representatives from Educational Services, Inc. in August 1974. Two days were spent planning the evaluation scheme for the period of District-wide implementation. Proposed outcomes suggest increases in self-awareness and increases in awareness of a knowledge about school-work relationships. Instruments were devised to measure these factors as received by teachers, students and parents.

The foregoing procedures include activities that were considered of major significance in meeting the objectives of the project and involved many related tasks which do not need any elaboration.

The following is a summary of the dissemination and public relations activities for the 18-month period:

	Number	Number Persons Involved
Workshops/Other School Districts	16	640
Higher Education Institutions	11	150
Meetings/Parent Organizations	38	360
Business & Industry Representatives	13	65
Other Interested Groups	10	120
Media/Newspaper Articles	14	
Magazine & Journal Articles	5	
Television Program	1	
Visitors to Program	500+	
Requests/Information and/or Materials	300+	

YONKERS

In the city of Yonkers, the 1970 census indicated that there were 7,144 children up to 20 years of age who were financially dependent and of the students in our schools approximately 13% are economically disadvantaged, and 27% are educationally disadvantaged. There are 30 elementary, 6 middle, 2 junior high, and 5 high schools with a total professional staff of approximately 1,900, and approximately 53 counselors.

The City's school age population (5-19) comprised 28.85% of the total population. The public secondary student population will gain at a declining rate. The public schools will serve a greater number of total school enrollment because of reduced non-public schools. A greater number of high school graduates are entering 2-year institutions. Blacks and Spanish-sur-named American public school students are forming a greater percentage of total school enrollment; other minority groups remain the same.

The number of high school students who fail to graduate has remained constantly high during the past few years. The 1970 Census indicates that 30% of all persons 16-64 years old have not completed high school. In addition the Yonkers Board of Education states that for 1973-74, 442 youngsters have dropped out of school.

Estimated student population can be determined by viewing past population figures of various age groups. There has been an increase in population figures of both sexes over the last decade. There has been an annual student population increase of 0.2, whereas the general population increase averaged 0.3.

SCHOOL AGE POPULATION
1960-1970

Population	1960 Male	1960 Female	1970 Male	1970 Female
Under 5	99,545	9,161	7,617	7,627
5-9	8,217	8,011	8,281	7,722
10-14	7,747	7,651	8,564	8,225
15-19	5,577	6,227	7,612	8,362
Less 19 year olds	745	1,049	1,282	1,688
Total 0-18	30,341	29,998	30,792	30,248
Total Males & Females		60,339		61,040
Difference: 1960-1970			+ 701	
Per Cent Change			+ 1.16	

The following summary of public school enrollment reflects a declining elementary enrollment and a gradual increase in secondary enrollment.

YONKERS PUBLIC SCHOOLS
ENROLLMENT AND STUDENTS SERVED FOR PERIOD ENDING JUNE 25, 1974
COMPARED WITH THE REPORT ENDING JUNE 25, 1973

Summary	1974	1973	Difference
Elementary Schools	13,128	14,714	1586
Middle and Junior High Schools	6,642	6,456	186
Senior High Schools	7,895	7,347	548
Total	27,665	28,517	- 852
Special Programs	5,402	5,250	+ 152
Grand Totals	33,067	33,767	- 700

As the population has increased, the non-white portion has increased significantly. In 1970, white comprised 92.9 per cent of the City's population; non-white comprised 7.1 per cent. This compares to the 1960 percentages of 95.8 per cent white and 4.2 per cent non-white. At the present time, (1974), the total non-white population is approximately 9 per cent of the City's population. Surveys indicate the largest percentage of the non-white population in the city is in the Yonkers High District.

The population of Yonkers as of the 1970 census was 204,298. The City Clerk's Office reports that the current population of Yonkers more closely approximates 220,000.

Per Cent Distribution of Public School Enrollment By Racial/Ethnic Origin

There has been a rise in all categories of non-white, except for the American Indian, over the past few year.

American Indian	Black	Asian-American	Spanish	White	Total
.01	16.67	1.26	7.45	74.61	100.0

The following summary represents public school enrollment Grades 9-12 by Racial/Ethnic Origin:

American Indian	Black	Asian-American	Spanish	White	Total
1	1,598	121	714	7,150	9,584

The Career Education Project has dealt with four elementary schools #19, #26, #27 and #32.

Percent Distribution of White (Non-White, Others) of Public School Enrollment in the Four Pilot Schools 1974 75

Total School Enrollment	White	Non-White & Others	Total
1,736	73.1	26.9	100

Yonkers Public Schools
Instructional Staff Employed 1974-1975

Total Enrollment	Elementary	Secondary	Four Pilot Schools
1965	909	1051	101

There are 870 teachers who have a Masters Degree or credits above this degree.

An initial staff of seven members included Project Director, two Curriculum Development Specialists, two Career Development Specialists, a Guidance Specialist and a Media Specialist.

1. First Stages of Project

A. Establish a continuum of career education programs and services with emphasis on grades K-6.
B. Establish career education committees consisting of administrator, counselor, teachers, parents, and representatives of business and industry.
C. Plan and conduct inservice education in career education for teachers.
D. Increase students' awareness and knowledge of diversified career education opportunities and provide them with exposure to as wide a variety of choices as possible.

E. Assist students to develop an awareness and evaluation of their own abilities, interests and aptitudes by providing a wide variety of experiences.

2. Research and Investigation of Needs

During the first two months of the project, the staff investigated all the currently available material on career education projects then in existence; and also spent many other days researching via ERIC, and other sources, all available information which even remotely related to career education. This effort, although tedious and time consuming, substantially reduced the amount of duplication, provided a firm background for which to develop the Yonkers career education philosophy, and increased considerably the information base of the staff. After a discussion of ideas and the sharing of information, the staff developed a philosophy, content and approach to career education in Yonkers which was called the Ballantine Model. The staff felt that in order to effectively implement this career education model in Yonkers, objectives tailored to specific Yonkers needs would have to be developed. In order to accurately and impartially assess the needs of the Yonkers School System, the Delphi Technique, a consensus formation method, was utilized. Hundreds of school personnel, students, parents, business and labor people responded to the sequenced components of this effort.

The Career Education Project staff generated a list of items which questioned people's reactions to a wide variety of concepts and approaches. These items were written by the staff based upon discussions held and information about similar studies gleaned from the literature and personal experience. The staff wrote each item twice: once for an adult respondent, and once for a student in grade five.

The preliminary surveys were pre-tested with the faculty and students of Yonkers Prep, one of the public high schools in Yonkers. The final instruments were drawn up to reflect the suggestions made in this pre-test.

The professional subgroup was surveyed each time by delivering the instruments to the four school principals who distributed them to their faculties. The student surveys were conducted in their classrooms by their teachers. The instruments were delivered to the teachers with instructions on their administration and collection. The four principals served as the delivery and collections agents.

The parent surveys were delivered to all fifth grade teachers in the sample schools by their principals. A pair of instruments were contained in an envelope which the teacher

gave to each student in class. Instructions in the envelope invited one or both parents to respond and instructed them to return the instruments in the envelope via their child and his teacher.

The business subgroup surveys were delivered at randomly chosen meetings by the Project Director or his designee upon prior agreement with the president of the organization involved. Each survey had instructions and a stamped, addressed return envelope to be used by the respondents. Project staff, building principals, fifth grade teachers, and organization presidents regularly reminded their constituents to return the surveys. Instruments were coded for group identification (e.g., parent, student, Rotary Club, Kiwanis, School 19, School 32, etc.).

The size and diversity of the population of the City of Yonkers and its public schools, and the constraints established by the USOE and the New York State Education Department, mandated that three of the component subgroups of the study be chosen from elementary schools 19, 26, 27, and 32. In these four pilot schools this included all professional staff, all fifth grade students and all parents of fifth grade students. (Fifth grade students were chosen because they represented the oldest students in the four schools and therefore could be expected to make more reasoned responses than the younger students.)

Also surveyed were all members present at a randomly selected meeting of the four business groups in the City of Yonkers (i.e., the Chamber of Commerce, Rotary Club, Lions Club, and Kiwanis).

The initial round of the Delphi Technique sampled more than 900 persons, thus reflecting a representative and adequate sample of the professional and non-professional community concerned with the implementation of a career education program. Each component of the community thereby had an opportunity to express its attitudes and concerns prior to the development of a definitive model.

There were only 3 out of 35 items on the survey for which consensus could not be reached. One of those items was "schools are doing enough to help students plan their future careers." This is a strong condemnation of the thrust of the schools today as perceived by the community at large. It is significant to note that 35% of the total population survey strongly disagreed with the statement, especially the professional school staff (53%).

However, the real feelings of the population surveyed showed up when 91% agreed with the statement "Most high school graduates are not prepared to enter the working world." 95% said that "students should have a career goal by the time they leave high school," and 98% declared "high school students should graduate with sufficient skills to get a decent job." Obviously, the perception in all quarters is that this is not true at this time. The question arises as to what the schools do to rectify the situation: 96% said "actual work experiences can have great educational value for all students." Further, 99% declared "work experiences will be more beneficial if the teacher incorporates them into the curriculum."

On the subject of how do the schools get this, 95% said vocational education courses alone are not the answer; 99% denied that this should be left to guidance and 98% would not leave this in the hands of parents; 97% rejected the idea of a single course or sequence in careers. The overall endorsement was for an integrated, on-going approach for all students by all teachers with components for the development of specific needs, interests and skills. Between 98% and 100% wanted skills training infused with effective learning such as decision making, values clarification, responsibility, punctuality, pride in one's work, etc.

3. Teacher Participation

The pilot schools for this project, Nos. 19, 27, 26, 32, were selected because it was felt that these four elementary schools represented a good cross section of the Yonkers population. The teachers of these schools were asked to participate on a volunteer basis in the Career Education Project. During the first six months of the project, the staff worked diligently in obtaining the support of teachers. Enthusiasm for career education was slow in coming, especially since there were so many other mandated priorities for the teachers' attention. However, through constant public relation efforts, the career education staff were able to develop sufficient interest to attract a small number of teachers from the pilot schools. As the project evolved, many more teachers in the pilot schools, seeing what was taking place in their colleagues' classrooms, began volunteering for career education participation. Therefore, although teacher participation was slow in coming, the full and enthusiastic support of the teaching staff of the pilot schools was finally realized.

Certain activities regarding methods, materials, instruments and techniques are described in the following paragraphs, with further details included in the Results and Accomplishments of the project (6d).

4. Methods and Techniques

A variety of methods and techniques were used during the course of this Career Education Project. Individual teacher contacts, demonstration instruction, workshop instruction, faculty meetings, lesson plan development and individual school advisory committees were the major activities at the pilot schools. A district-wide advisory committee, total community and service club involvement, monthly career education newsletters, and inservice training were the methods used to motivate, instruct and develop support. The in-house methods used by the staff of the Career Education Project included developing objectives and working at them on a time schedule, curriculum development, career education media production and instruction, and community public relations. Other methods and techniques utilized by the Career Education Project involved the coordination with other projects, programs and agencies operating in the Yonkers School District and the surrounding community.

5. Materials Developed

The materials developed and utilized by the Yonkers Career Education Project during its two years of operation are as follows: all forms and lesson plans generated by the project, slide tape presentations, career education newsletters, career education audio/visual resource lists, career education inservice courses, career education goals and objectives, community resource guides, career education monograph series, lesson of the week publications, video/tape programs, and "Reading Improvement through Career Education" modules. Descriptive accounts of the production and use of these materials can be found in Section 6d of this report.

6. Evaluation Modes

This Career Education Project was subject to evaluation by State staff, by internal evaluation and by a third party evaluation (Policy Studies in Education) which was contracted by the project. Two modes of evaluation were used throughout the project; subjective and objective. The subjective mode included teacher interviews and staff interviews. At various points the project teachers in the pilot schools were interviewed to determine the effectiveness of career education in their classrooms. Also, periodically, Project Staff were interviewed by Policy Studies in Education. The information gleaned from these interviews was used to suggest possible modifications in operating techniques. The objective mode of the evaluation consisted of an experiment using a pre-test/post test matched group design. The results of this experiment will be used to determine whether or not the efforts of a career education project will make a significant difference in attitude and information learned.

d. Results and accomplishments of the project:

SYRACUSE

1. The Life Centered Curriculum has been adopted by the Syracuse City School District as the Social Studies Curriculum for the District. The program was written, tested, revised and re-written by teachers in the District for use by teachers and students in the District. It is a comprehensive program designed to meet the needs of the varied abilities of the student population. The traditional content areas of the "old" social studies have been integrated with materials and strategies designed to develop career awareness and self-awareness.

2. The Life Centered Curriculum has integrated Career Education into the regular school district program. The primary goal of the program was to reorganize the elementary curriculum to include career education as an integral and inseparable component of the total educational process. This has been accomplished through the adoption of the program as the official Social Studies Curriculum of the Syracuse City School District. The career awareness units which are found at every grade level help the student to understand the relationship and relevance of school to career possibilities. The abundance of strategies and materials developed in the program allow for Career Education to be dealt with at any grade level and through any subject area including reading and math. In addition, all sixth grade classes of the districts thirty-one (31) elementary schools and also five (5) non-profit elementary schools visit the Career and Skill Centers at Franklin School. The students and their teachers spend two full days at the centers for an indepth study of seventeen (17) occupational clusters and to enjoy the opportunity of working with real tools and machines (power saws, cash registers, sewing machines, calculators, etc.). The students readily see how reading and math and other subject areas skills are necessary in order to obtain any career choice they may someday make. (The Skill and Career Centers will again serve all of the sixth grades in the Syracuse City School District but will be housed in Lincoln School beginning with the school year 1975-76).

3. All members of the elementary staff have received inservice training in Career Education. The seventy-two teachers who developed the units and tested them along with other teachers who became involved with the testing and final revision of the units became very familiar with materials and information pertaining to Career Education, with the approaching school

year 1974-75, when the program would be implemented by all elementary teachers with the District. Every elementary classroom teacher (555) in the Syracuse City School District was assigned to attend an inservice workshop in order to implement the District-wide pilot of the Life Centered Curriculum. During the inservice the teachers received the units for their grade level(s) and materials necessary to begin the program. Teachers were given the opportunity to have questions and/or problems answered as well as time to preview, gather, and organize materials for implementing the program. Throughout the pilot year the Life Centered Curriculum staff visited schools where such information and help were asked.

4. Students in the Syracuse City School District are receiving a well structured, teacher created program, including career information, self awareness activities and education skills and concepts all in the context of career education and design to bring about career-awareness which was lacking in the "old" content-centered curriculum.

   Each elementary grade level has had units developed for it which cover three "strands" named: "People" (self-awareness), "Places" (educational awareness or the traditional content areas of social studies), "possibilities" (career awareness). Thus, there are units for every grade level which provide the teacher with a vast amount of information and strategies with which to develop a comprehensive instructional program. By using social studies as the primary teaching medium but also providing information and strategies which could develop career awareness through any and every subject area, the relationship and relevance of school to career is constantly brought into focus for the student.

   Additionally, each unit was developed to provide for the varied needs and abilities of students found in any teaching situation. The units were developed and tested by classroom teachers to contain strategies and materials that will work with the varied ability levels of the student population of the Syracuse City School District.

5. There has been a marked increase in the use of community-career related resources by teachers and their students. In developing the Life Centered Curriculum teacher's manual a group of teachers compiled a list of well over one hundred business or individuals which would send information, speakers, or arrange for field trips. As a result of this listing, there has been a marked increase in the number of field trips being taken, guest speakers coming into schools, and related materials and information concerning career awareness entering into the student's academic life. The "Community Resource Directory" found within

the Life Centered Curriculum teacher's manual is helping teachers and students in the development of career awareness.

6. Many materials related to career awareness have been made available and are being used by teachers and students. At the beginning of the development of the Life Centered Curriculum all pilot teachers inventoried their buildings to locate materials (books, films, film-strips, transparencies, tapes, etc.) which applied to career education. This list of materials was compiled by the program's staff according to the occupational cluster to which the material applied. This list was most helpful in developing units as well as in their implementation

   The list also pointed to a lack of materials concerning career awareness and self-awareness which would become the basis of the Life Centered Curriculum. To help in the development and implementation of the program an application for Title II funding for over $50,000 worth of materials supportive to the Life Centered Curriculum was made and granted. These materials, along with many others, offered a wealth of information in aiding the teachers in development of the units and in their revision. The materials were distributed equally to all schools. Students (and teachers) working with various strategies in the units find vast resources to complete many of the strategies in their own buildings. (All materials needed to complete any strategy or activity in a unit can be found within the district.)

7. Community based interested parties have been involved in creating and validating the program.

   Beginning with the two-day workshop held on November 9-10, 1972, twenty-nine (29) parents of students enrolled in schools were represented, seventeen (17) representatives from local business and industry, and two (2) representative from institutions of higher education were in attendance and actively involved giving input for the writing of the units. (Appendix A)

   During the two five-week writing sessions in February and March of 1973, fifteen area businesses or industries were represented and twenty-nine parents were in attendance. These people, again, offered input into the development of the units.

   In September of 1973, members of the Life Centered Curriculum staff appeared on a weekly television show, "News and Views - Black Perspective." The program focused on the need for the integration of career education into the general curriculum. Among the issues discussed were the cooperation of business and industry in curriculum change, and implications of career education toward the goals of self-awareness and educational achievement.

   Several meetings with school-parent organizations also took place during this time to explain the program and to receive input from parents that would be of value in the re-writing of the units.

In the fall of 1973, the Niagara Mohawk Power Company constructed a "Career Wagon" as part of their participation in this program. The 3' X 5' wagon exhibits a career ladder of job opportunities in a large power company; it is complete with job descriptions, pictures, tools, wearing apparel, etc. for the children to use. Lessons and student activities were also developed for the utmost utilization of the wagon. The wagon was circulated for use among ten (10) schools in the district. In the school year 1974-75, it circulated among twenty (20) schools and is scheduled to circulate among all thirty (30) elementary schools for 1975-76. (Appendix B)

In April of 1974, a workshop was held with the purpose of convening all the representatives of business and industry in the Syracuse area who had contributed - or expressed a willingness to contribute - to the program. These people were updated on the development of the program to see how their cooperative efforts were being put to use.

Also in April, two meetings were held to update and involve parents concerning Life Centered Curriculum. All parents previously involved as well as all parent organization presidents were invited to either attend or send a representative to either meeting. Seventeen (17) parents attended the meetings.

In the summer of 1974, the N.Y.S. Division of Human Rights and the National Organization of Woman provided the Rewrite Team for the program with guidelines to be used in the final revision of the units. Both groups had representatives who thoroughly checked and validated the revised units.

General Electric developed a program (PIMEG - Program to Increase Minority Engineering Graduates) at the end of 1974, for use in five of the district's elementary schools. Four separate presentations were made to all of the sixth grades in those schools. The program will be repeated in the school year 1975-76, hopefully on an enlarged basis. (Appendix C)

8. Many school districts have received and are using materials developed by the Life Centered Curriculum program. Among these are:

School Districts in New York State:
Jamesville-Dewitt Central School, Dewitt, NY
Fayetteville-Manlius Central School, Manlius, NY
North Syracuse Central School, North Syracuse, NY
Onondaga-Madison BOCES, Syracuse, NY
Chittenango Central School, Chittenango, NY
Cazenovia Central School, Cazenovia, NY
Jordan Elbridge Central School, Jordan, NY
Malone Central School, Malone, NY
East Syracuse-Minoa Central School, E. Syracuse, NY

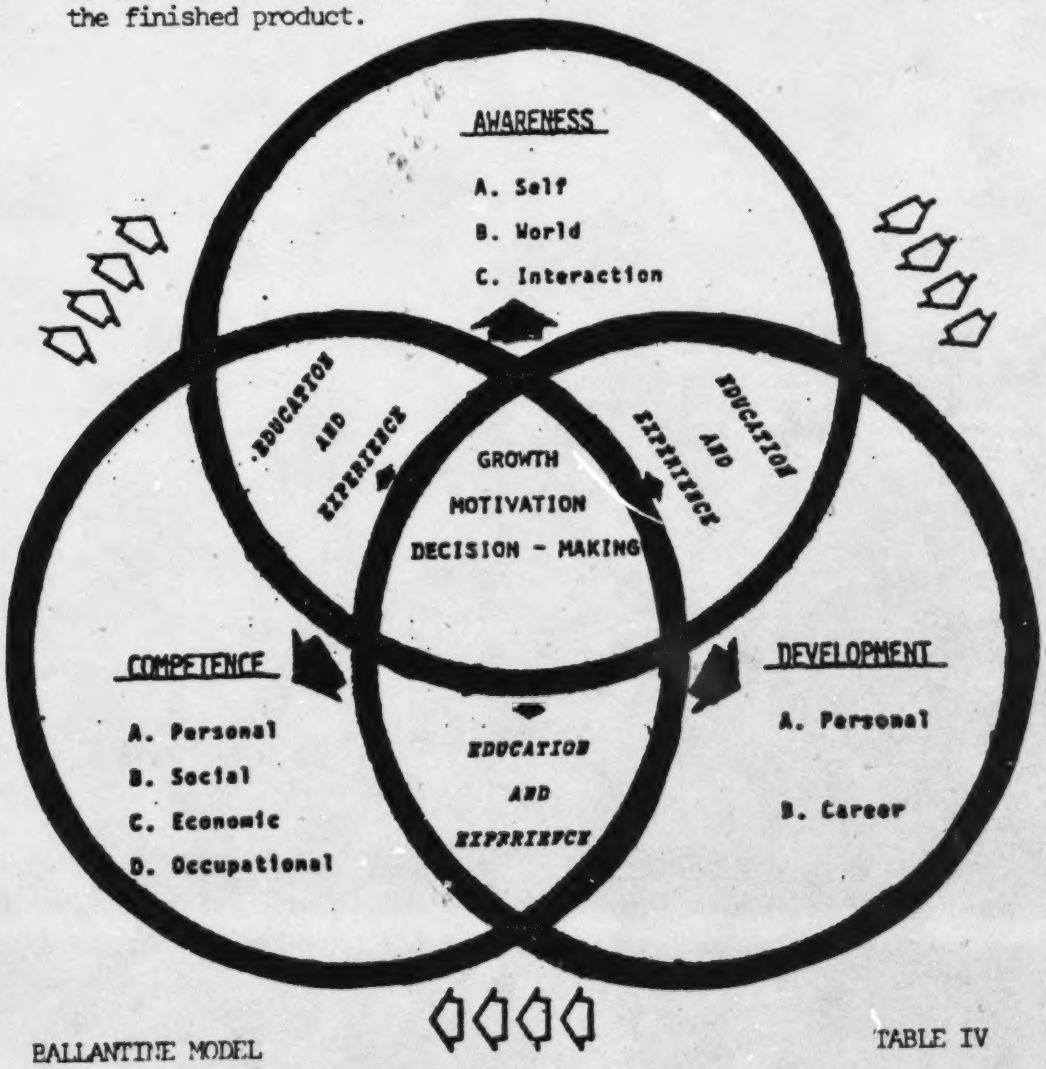
Baldwinsville Central School, Baldwinsville, NY
Lewis-Jefferson BOCES, Glenfield, NY

School Districts, out-of-state:
East Longmeadow, Mass.
Ottawa, Canada

Teacher Education Institutions:
S.U.N.Y. at Oswego
S.U.N.Y. at Cortland

YONKERS

During the first two months the staff investigated various career education models. After discussing their ideas and sharing information about the movement, they developed the Ballantine Model as most representative of their thinking. Top level administrators of the Yonkers Central Office Staff reviewed the model and approved the finished product.



BALLANTINE MODEL

TABLE IV

During this period the staff also developed program objectives and a timetable for meeting these objectives.

The project leader and staff, after meeting with the principals in the four pilot schools named by the proposal, made presentations in each of these schools and then invited the teachers to participate in planning career education activities for their classes. In order to provide the resource material requested by the teachers, the career education staff developed extensive resource files containing the latest career education literature, learning activities and audio-visual materials. These files have been updated periodically as the staff examines new materials and resources. The resource guide for available audio-visual materials not only indicates the materials that are available for borrowing within the Yonkers School System but also reviews materials that are commercially available. The review indicates the quality of the media and the recommended grade level utilization.

All elementary school principals and at least one administrator from each secondary school were involved in an afternoon inservice workshop. This workshop gave a general overview of what career education was, its epistemological bases, the goals of career education, the techniques used and the role of career education in the Yonkers Public Schools. This workshop established a level of enthusiasm and a reciprocal flow of communication between the elementary and the secondary school principals that proved most helpful in carrying out career education programs that involved the resources of the secondary schools.

The project staff has been working in an advisory capacity to school administrators for the implementation of career education activities and has proven itself to be one of the most important resources to the Yonkers School System.

A guidance counselor liaison committee was established with members of the career education staff. The function of this committee was to identify the processes for the development of guidance counselors on an on-going basis. This communication has made career education an integral part of the guidance program in the Yonkers School System.

A City-wide inservice workshop was given to elementary school teachers and counselors for an in depth coverage of career education. Recognition for this outstanding training program given by the Yonkers Career Education Project was cited by the State Education Department, the National Institute of Education, the Office of Education and other education projects in the State and throughout the country. University representatives who have observed this program and commented favorably are: Columbia University, Pace College, Iona College, New York University, Manhattan College, Walden University, The University of Massachusetts and the State University of New York. The current inservice handbook was written for a general introduction course for elementary school teachers. However, a revised edition for Junior and Senior High School teachers is in the making.

The project director and an elementary school teacher spoke on Radio Station WFAS in March, 1974. The content of the broadcast revolved around the use of career days and career education activities in furthering the occupational and academic needs of students on the elementary level. Members of the career education projects staff have been called to speak at many occasions. Staff members spoke at two school PTA meetings, one city-wide PTA counsel meeting, seven educational symposia, two other district inservice workshops and the Rotary Club of Yonkers. In addition, the staff has established a speakers' bureau on career education and has conveyed this information to all the schools and other interested parties. A slide-sound show has been developed to accompany the speaker in presenting the goals and objectives of the career education project.

Members of the staff are working with teachers in the pilot schools and other elementary schools helping them to synthesize their ideas and lessons so that they might be easily shared with other teachers. These activities have been most helpful for the teacher in terms of techniques for infusing career education with existing curriculum and also in terms of articulating performance objectives and writing curriculum. Many career education lessons and activities have been developed by teachers in the pilot schools in conjunction with the project staff. The lessons have been rewritten by the project staff and are available in this office for sharing with other teachers. Rather than compile these lessons into a book and give them to teachers, in which case they might be filed away and not used, the staff decided to select sample lessons and send them out to teachers periodically as "lessons of the week". These lessons combine career education concepts and information. Each of these weekly lesson plans is directed at a particular grade level. By publicizing the "Lesson of the Week" and inviting other elementary school teachers to come to the career education office and examine the resources available, hundreds of teachers received materials and ideas that have enabled them to become active proponents of career education. Teachers and principals have commented favorably about these lessons and many teachers have found them helpful for creating their own career education infusion activities.

Member of the project staff have arranged, conducted and evaluated countless trips for teachers and students in the pilot schools and other elementary schools. These trips included such areas as hospitals, banks, gas stations, TV studios and many other sites. The staff has also arranged for guest speakers, special programs, and demonstrations by students in the Saunders Trades School and Roosevelt High School programs. The staff has also worked with elementary, middle and high school principals, helping them prepare career education days for their schools.

The project staff advised the principal and teachers at elementary School #13 on a large scale career education activity. This activity involved the formation of student corporations to sell commodities to other students. Bank personnel were brought in to structure the finances of the corporation and to advise the students on the sale of stocks. A rather lengthy and detailed program was conducted which had tremendous benefit to the students and was acclaimed not only by the participants but by the President of the Yonkers Board of Education who observed it.

The project director has been advising the administration and staff of the Commerce Middle School (an inner city school) on the establishment of an independent study program built upon career education skills and concepts. Students registered in that program have actually been placed where they "shadow" a worker in one of the numerous areas. They are actually released from school for one or two hours a day to do this work and receive credit for it. In addition, many of the students have voluntarily gone after school hours to continue this experience and to help in the area where they were assigned. Some of these areas include City Hall Departments, Social Services Activities, Nurses Aides, Day Care Center Aides, City Court, Public Safety Commission, etc. The students who are participating in this independent study activity (there is a waiting list of students who wish to participate but for whom opportunities have not yet been identified) insist that this has been extremely valuable experience for them and wish to continue. Teachers claim that those students who are participating in this program have shown marked improvement in academic skills as well as social awareness.

The project communications specialist has worked with students and teachers at elementary School #26 in the development of a videotape program which is based upon the identification of occupations through a jigsaw puzzle game. The game copies the format of the TV Quiz Show, "Concentration". Students have been involved in every aspect of the development of each of these individual quiz shows. The shows are used in School #26 to further the career education of other students and are being made available to other elementary schools for the same purpose.

Project staff members have developed mongraphs dealing with several aspects of our efforts. Each of these monographs links career education directly with the medium presented or analyzed in the individual monograph. Monographs include topics such as inservice teacher and administrator training, stereotyping, special education, and media development and utilization.

Numerous meetings have been held with the advisory committees in the pilot schools and also the city-wide advisory committee. These committees include school administrators, teachers, parents,

community people (workers and managers) as well as representatives of organized management and labor.

Monthly newsletters have been published by the project which indicate recent information and findings, activities in pilot schools, suggested resources, etc. This newsletter which was disseminated to all professional staff and interested parties continues to be a valuable instrument.

Career education media workshops involving the techniques for simple skills for slide and filmstrip making have been held. These non-photographic inexpensive methods are an invaluable aid to the classroom teacher since they afford her a motivating vehicle from which children can learn more readily. Also, methods for doing audio recordings to accompany slide presentations were taught. After taking the workshop, the teachers were given materials for implementing these skills in the classroom. These workshops were so successful that requests came from principals and teachers in many of the other schools asking for permission to be participants in future media workshops.

After identifying the sample populations of professional staff, students, parents and business people, a survey instrument was developed to determine their attitudes and concerns regarding a career education program in the public schools. Two administrations of the survey, the second reflecting the mean results of the first, were analyzed as to mean responses, distribution of responses, and convergence on consensus between rounds. In addition, an independent analysis of attitudes evidenced on the first instrument was conducted as part of an external formative evaluation of the project.

Recent standarized testing has indicated that the reading problem in Yonkers is still significant. While progress has been made in recent years, the Superintendent is not satisfied with the rate of progress. This project was chosen to link many of the reading objectives with career education objectives, and to use career education as the vehicle for developing specific reading skills. The RICE approach (Reading Improvement through Career Education) involves our working more closely with the reading specialists in the district and with teachers in developing individualized student learning activity packets which emphasize specific career education reading skills. A RICE workshop for teachers from all elementary grades in the four pilot schools plus other city schools was held to involve them in inservice instruction and curriculum development.

Our third party evaluator, Policy Studies in Education, has been evaluating the project since its inception. They have interviewed each member of the staff periodically to determine progress. Also, they have conducted pre- and post-testing in the pilot schools to determine efficacy of the program. They have interviewed

principals and teachers and have observed various lessons, assembly programs, inservice programs and workshops and have given suggestions and comments of each activity. Written quarterly reports were sent to the Project Director evaluating the progress of the project and making comments and recommendations. A final evaluation report will be submitted during the summer of 1975. This report will comment on all phases of the project.

In order to disseminate career education information to the entire elementary school system, a workshop was planned for elementary school principals. The objective of the three-day workshop was to set up a training program for elementary school principals in planning and implementing career education workshops in their home schools for their own teachers.

The participating principals came to the weekend workshop on their own time and were not salaried. Results have been overwhelming. The staff of the Yonkers Career Education Project has been swamped with telephone calls from principals who have claimed that the experience was "fantastic" and as one principal put it, the most satisfying experience of his professional career. Due to budget problems, only half of the elementary school principals could attend the workshop, but the other elementary school principals showed such tremendous interest and enthusiasm that a similar workshop is now in the planning stage and scheduled to be held sometime this summer. The Yonkers Board of Education will pay for the expenses incurred by this workshop. It is expected that after all the elementary school principals have received training and have given career education workshops to the teachers in their respective schools that the Yonkers School System will be able to provide a dynamic developmental career education program on an ongoing basis.

e. Evaluation of the project:

SYRACUSE

Evaluation of the Life Centered Curriculum must of necessity include more than the final document from Education Services, Inc. Since the project originated in 1972, the initial planning had been completed before this project's July 1, 1973, starting date. Both the June, 1974, and the May, 1975, fianl evaluation are included with this report (Appendix D). Test instruments developed by ESI are included within the evaluation reports.

The following segments are taken directly from the text of of these third party evaluations:

> *Members of the general faculty of the elementary school have been well informed of the goals and objectives of the project through the series of inservice workshops conducted by the LCC project. The majority of elementary classroom*

teachers are displaying positive attitudes toward career education and the LCC project. This reaction is very important, because these teachers will be asked to accomplish district-wide implementation of the project during the 1974-75 school year.

The project staff is very well organized. In addition to accomplishing the objectives structured into the overall evaluation design, the staff has many other accomplishments for the 1973-74 school year. They have been very active in disseminating information concerning this project to various publics in Syracuse as well as to many visitors from within the State of New York and across the nation. These activities have been time consuming, but have been handled efficiently by staff members. The overall positive attitutdes exhibited by ECRT members and the general faculty can be attributed to efforts of LCC staff members.

On a year to year basis, and an overall basis, it is obvious to ESI evaluators that the Life Centered Curriculum project of the Syracuse City School District has achieved all major goals. The 28 curriculum units were developed during the first year of the project, the second year was devoted to limited pilot testing, and the third year of the project saw revised units distributed and implemented on a district-wide basis.

It is also obvious that through the vehicle of the Life Centered Curriculum units, career education has become an integral part of the curricular offering of Syracuse City School District. This was the overall goal as expressed in the initial funding proposal.

Furthermore, provisions have been made to insure that the work initiated under the LCC grant will be maintained and monitored within the administrative framework of the school district. Elementary supervisors and personnel from the special projects branch will work with classroom teachers to insure that LCC units are utilized.

It is unfortunate that so much difficulty has been experienced in attempting to attain valid data to reflect the changes in attitudes and perceptions of the elementary students for whom the entire program was designed. One reason for this difficulty is that all attempts to measure student attitudes spanned one school year.

Also, the lack of sensible, validated test documents becomes more apparent as career education spreads to more and more school districts. Although various tests exist to determine student knowledge or lack of knowledge concerning specific

jobs and job skills, no acceptable test is in existence to measure student attitudes toward themselves and their surroundings.

The success of the Life Centered Curriculum project within the Syracuse City School District can be attributed to a number of factors. Of these, the most important is probably the total commitment of the administration of the school district. This commitment begins with the Board of Education, extends through the top level administration, and is evident among school personnel. This commitment has enabled this project to overcome many obstacles.

The second factor would have to be the viability and flexibility exhibited by this project. This does not mean that deviations were made from the original plan. It does mean, however, that staff members and administrators were responsive to problems within the units themselves as identified by teachers. The staff was also responsive to social changes occurring both in Syracuse and across the nation, and made provisions to revise and refine curriculum units as needs indicated. There was never an attempt to "pour in concrete" the work of the writing team members. This flexibility and viability has kept teachers interested and enthusiastic because they have felt, and rightly so, that their opinions and experiences were vitally important to the project.

The third success factor has to be attributed to the extremely high professional caliber of the LCC staff. Although this staff was small, the quantity and quality of work accomplished was unusually high. This factor would be difficult for another district to replicate, because it is almost inconceivable that a small number of people could accomplish as much in three years as this staff has. Also, there have been staff realignments, unexpected outside pressures from the community, and some budget problems to plague the staff. However, they have overcome all of these obstacles.

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Excerpts from the evaluation report (APPENDIX D) prepared by Policy Studies in Education for Yonkers summarize their conclusions:

The overall goals for the project were appropriate and thoroughly developed. The short range objectives were also, in most cases, well-developed, and the staff's success in meeting them will be described in following sections. The objectives, on the whole, tended to maximize both the previous efforts of the staff and the resources of the project. It was a strength of the project that the staff remained extremely flexible in setting the objectives and adapting them when outside factors or their own experiences indicated a better way of pursuing their ultimate goal.

... On the whole it is PSE's judgment that the project used its funds wisely and was effective in finding alternatives when funding-related decisions prohibited the carrying out of the initial plans. ...

Staffing has had a decided effect on the success of the Yonkers School District Career Education Project. A well qualified staff was selected initially. They were then assigned in such a way as to maximize their strengths and the support they offered each other. Their capabilities were further expanded through training. And finally, the staff worked well together.

During the two years of the project the staff have planned, prepared materials for, and conducted a wide variety of inservice sessions. Most of these have been extremely valuable both in the judgement of participants and in the judgement of PSE staff as observers. The only workshop which was less than effective was the attempt to infuse both career education and reading objectives into exisiting curriculum. As the purpose of this workshop was to test this very method, the workshop had enormous value in demonstrating that teachers would need more than a few days to learn to handle this process effectively. It is unfortunate that the staff were unable to hold some of the workshops at all, as plans and materials for them appeared extremely valuable. It is also unfortunate that many of the efforts they were able to carry through were delayed numerous times and occurred so late in the project. We realize that most of these delays were beyond the control of the staff, but still express regret that teachers did not have the materials and knowledge available to them sooner, while they still had the support of the project staff to draw upon in using new ideas. It does seem, however, that teachers are enthusiastic and will continue to use these ideas throughout the future with or without outside help. It is the judgement of PSE that the efforts of the staff in the area of inservice preparation have been enormous given the number of staff members involved; they created plans for 9 different inservice sessions of courses and conducted 7 of these, often conducting the same workshop a number of times to reach all pilot schools or all elementary schools. These efforts have also been effective as witnessed by individual evaluations and by the general enthusiasm of teachers in the district.

The Yonkers project staff, working individually or working as a team, have produced many useful career education materials. Two drawbacks seem to hold true for several of the products. Some were designed for specific presentations which were never made and thus the materials were never distributed to those who could have used them. In several other cases, the materials

were availabe too late. It is understandable that the project staff needs time to complete these materials, but it is unfortunate that further delays were created by various factors of the situation in the district. This is not meant as a criticism of the quality of the materials as most are both attractive and useful.

Our assessment of these activities is based on PSE's frequent visits to the project, meetings with the staff, observation of workshops and other special events, and examination of materials and documents. On the whole it is the judgement of PSE that the staff has worked long and hard and has collaborated well together to develop a good program for the Yonkers district. We wish that this program could have been extended to more schools sooner, but in any event feel that the staff has done an excellent job in those areas where they have worked. We would recommend that career education be continued in the Yonkers school district and that the knowledge of the now experienced staff and the many materials created and collected by them continue to be available to support classroom teachers and building principals as they continue to build a comprehensive career education program in Yonkers.

f. Conclusions, implications, and recommendations for the future:

SYRACUSE

1. Conclusion

Career Education must be developed as an integral part of a school district's curriculum.

Implications

A. Career Education cannot exist as a separate entity or, at least, will not be as successful as the integral program.

B. Teachers are "too busy" with reading and math to devote as much time to other regular subjects as they did before.

C. Supplemental programs are frequently looked upon as "frills" and not essentials. With less time to teach regular subjects, "frills" will be pushed aside and receive little or no instruction time.

Recommendations

A. Do not develop a Career Education program that is supplemental to the existing curriculum.

B. Use workshops to demonstrate how Career Education can be a vehicle for teaching reading, math and other subject area skills.

C. *If possible, develop a Career Education program that will be comprehensive enough to become the social studies program for the school district. This will guarantee instruction time for the program. Workshops can then be developed to demonstrate its effectiveness in other subject areas.*

2. Conclusion

There must be a broad base of teacher involvement in the initial stages of the development of any new program.

Implications

A. Teachers have the best information regarding what will be successful in their own teaching situations.

B. A program developed by teachers in the district to meet the needs of the students within the district is more likely to be accepted and used than a non-teacher written program.

C. A broad base of teacher involvement allows for a greater variety of materials and strategies to be developed. The result of this will be a program more likely to fit the needs of the vastly varied ability levels of a district's student population.

Recommendations

A. *Teachers must be given the opportunity to tailor the program to meet what they see as the needs of their particular students.*

B. *A broad base of teacher involvement helps to guarantee that the varied ability levels and needs of the student population will be met. Another advantage is that teachers not involved in the acutal writing or development of the program will be more likely to accept and use a program developed by their peers.*

C. *Teachers involved in the initial planning and development of the program should be utilized to communicate with and train other teachers concerning the implementation of the program.*

3. Conclusion

If there is not a total commitment and at least partial involvement of administrative staff in the development and implementation of the program, the program will not be successful.

3. Implications

A. A breakdown at the administrative level in feeling towards, or support of, the program will hinder the program's acceptance and use.

B. If administrators are involved in the development of the program, they will be more likely to communicate their support of the program to subordinates, thus enhancing the acceptance and use of the program.

Recommendations

A. District administrative staff, particularly building administrators, must be fully informed of the procedures to be used in implementing the program prior to initial activities. They must be given the opportunity to provide input regarding implementation.

B. The administrators in the district must communicate to their subordinates their total support of the program.

C. Administrative procedures must be established prior to implementation to delegate ongoing responsibility for program management.

D. Involvement of administration in the development of the program facilitates the program's familiarity, acceptance, support and use. It also provides for communication at the administrative level concerning the program. Finally, such involvement allows the administrators involved in the program to train other administrators in the implementation of the program.

4. Conclusion

The program cannot be successful unless all interested parties in the community have been informed of the purpose of the program and given the opportunity to react.

Implications

A. Lack of support for the program from the district's community can limit the success of the program.

B. Failure to have the program validated by interested organizations could lead to extensive revision, or total rewriting, of the program.

C. Interested parties in the community can offer a vast resource of input that can be incorporated into the development of the program and facilitate its implementation.

4. *Recommendations*

A. Project staff must contact all potentially interested parties in the community and request the opportunity to present to them or their group information regarding the program. After such an opportunity, the project staff should ask for reactions and feedback concerning the program's development and implementation.

B. It is especially important for the success of the program that the following groups be given the opportunity to validate the program:

School-Parent Organizations
Chamber of Commerce
National Organization for Women
Private, non-profit Education Institutions
Labor Union Councils
Human Rights Commission
Local Business & Industry Representatives

C. Whenever and wherever possible, contact community people and organizations for involvement, information and materials. The vast amount of resources which are found in the community can be of unlimited value in the development, acceptance, use and continuation of the program.

5. Conclusion

There is not enough preparation of teachers in teacher training institutions to provide teachers with the skills and information to teach Career Education.

Implications

A. Lack of "know-how" in teaching Career Education can cause non-use or misuse of the program.

B. There is a need for all teachers not familiar with Career Education program in the district to be prepared with the necessary skills and information to successfully teach the program.

Recommendation

The school district must provide workshops or inservice programs to train teachers not familiar with teaching the Career Education program. (at least until teacher training institutions offer this training) Familiarity with the skills, information and techniques involved in teaching Career Education will augment its usage and success.

YONKERS

1. Conclusion

Career education needs to have top priority status in the school district's objectives.

Implication

Support by the District Superintendent lends credence to the concepts of career education and attaches a certain amount of prestige to those community members who are willing to participate in the program.

Recommendation

Career Education must be assigned top-priority status in the school district's objectives.

2. Conclusions

Training teachers only in the methods and content of career education is not enough.

Implication

If principals and other administrators are not committed to the concepts of career education, teacher training is a waste of time.

Recommendation

Administrators should be trained in the techniques, skills and foundations of career education so that they can develop and conduct workshops for their own staffs.

3. Conclusion

Active and constant community involvement is essential in maintaining a career education program.

Implications

A. The business community should be able to provide the criteria for which career education personnel can develop programs to meet the needs of the real world. This gives the community a share in the actual educational process.

B. Career education may be used as a vehicle for teachers to reassess their methods and to align them with community needs.

3. *Recommendation*

Career education program personnel must work closely with the community in developing a viable education program.

4. Conclusion

An Advisory Committee on a district-wide level could be motivated to contribute time, money and other support.

Implications

A. Neighborhood advisory committees for each pilot school, are unsatisfactory, but career education committees in each school's PTA are productive groups.

B. Members of a district-wide advisory committee can be motivated when each has a vested interest.

Recommendation

Advisory Committees must be made an important part of a career education program and be asked to perform specific roles.

5. Conclusion

Someone within each school should be given specific responsibility for career education.

Implication

Curriculum materials can be a valuable component of a career education program but emphasis should be on process, not the generation of materials.

Recommendation

A permanent career education resource cadre of teachers and administrators should be established in each school in the district.

6. Conclusion

A well-coordinated and articulated program in Yonkers can positively affect quality and academic performance.

Implications

A. Career educators cannot send dictums on how to teach and expect immediate implementation to their ideas.

B. Duplication should be avoided and communications enhanced.

6. *Recommendation*

There must be an ongoing, continous dialogue between the career education project staff and the administrators and teachers within the district.

7. Conclusion

Career education program development and implementation should not be concentrated in "pilot" schools.

Implications

A. A "pilot school" project limits the potential benefits of inservice activities. For the same period of time and similar costs, many more persons could be receiving training.

B. Materials might have been given wider dissemination had the staff not been confined to pilot schools.

C. The PTA and others in the community want career education to become an integral part of the elementary curriculum.

Recommendation

The career education program should be developed on a district-wide basis, K-14.

8. Conclusion

Student-produced media stimulates student participation in career education activities.

Implication

Student-produced media were more successful than commercially-produced media.

Recommendation

Media production workshops should be conducted for elementary teachers.

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